GLADE School
Risk Assessment Policy

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Introduction

1.1 GLADE school prides itself on providing a safe and secure environment for all young people and staff. A risk assessment is an important tool in protecting employees and our young people, by analysing hazards and identifying risk reduction measures. The law requires that everything 'reasonably practicable' is done to protect people from harm. It helps to focus on the risks that really matter in the workplace – the ones with the potential to cause real harm. In many instances, straightforward measures can be effective in controlling risks.

2 Aims and Objectives

2.1 To ensure that school staff understand the process of risk assessment and how it can be integrated into effective management practices.

3 The Arrangements for Applying the Policy

3.1 All school staff will ensure that suitable and sufficient risk assessments are carried out for all tasks, activities, locations and work activities that present a significant hazard in their area (s) of responsibility.

3.2 School staff must plan, co-ordinate and monitor how risk assessments will be managed locally. Actions must include the following:

- Establishing the activities / tasks / locations / work equipment to be assessed.
- Identifying competent people to carry out the assessments.
- Defining the system to manage completed assessments, any associated actions, communication and review.
- Establish communication and information sharing for the outcomes of the risk assessment with all staff and others who may be affected by the risk.
- To involve staff and their representatives in assessing the risks and refer risks to the appropriate senior management or Health and Safety forum / committee where they cannot be managed locally.

Employees are required to:

- Be aware of risk assessment and control measures for their area of work.
- Co-operate with and engage in the risk assessment process.
- Use and comply with control measures implemented to ensure the health and safety of themselves or others.
- Report any workplace hazards or concerns regarding health and safety of themselves or others.

- Carry out "on the spot" (dynamic) risk assessments within the context of their own competencies and in consultation with others, as situations arise. (See Glossary of Terms.)

4 Procedure

4.1 Identify the hazards

4.1.1 The Headteacher, Deputy Head and staff will identify all the hazards associated with their area of responsibility that could reasonably be expected to cause harm. Hazards can be identified by:

- observing the task or area
- referring to available guidance and information about best practice
- looking at accident and ill-health records
- checking manufacturers' instructions or data sheets
- asking staff for their views

4.2 Decide who might be harmed and how

4.2.1 For each hazard the groups of people who might be harmed and how must be identified. The groups of people to be considered include:

- Staff with particular requirements e.g. new and young workers, people with disabilities, new or expectant mothers.
- Cleaners, visitors, contractors, maintenance workers who may not be in the workplace all the time.
- Members of the public, service users, school young people.
- Shared workplaces – how the work affects others and the risks to staff from those who share the workplace.

4.3 Evaluate / assess the risks and decide on the precautions to control the risks

4.3.1 **Evaluating/Assessing the risk** - For each hazard identified the level of risk must be evaluated (High/Medium/Low). This evaluation may include the level of harm presented by the hazard, the number of people involved, and the likelihood of the harm occurring.

4.3.2 Once the level of risk is established the Headteacher / Deputy Head must consider what control measures are already in place and what actions are already being taken to reduce the risk, consider whether these are suitable and sufficient and whether further control measures are required.

4.3.3 **Controlling the Risk** - When controlling risks the following principles should be applied, where possible in the following order:

- eliminate the hazard altogether
- substitution by something less hazardous or risk
- prevent access to the hazard e.g. by guarding
- organise work to reduce exposure to the hazard e.g. putting barriers between pedestrians and traffic
- create safe methods of work and safe systems of work designed to reduce the risk
- issue personal protective equipment e.g. clothing, footwear, goggles etc.
- provide welfare facilities e.g. first aid and washing facilities for removal of contamination
- provide suitable information, instruction and training
- ensure appropriate supervision

4.3.4 **Dynamic Risk Assessment** - On rare occasions there may be a need for staff to undertake a Dynamic Risk Assessment. In these circumstances staff must work within the context of their own competencies and in consultation with others where possible. The need for a dynamic risk assessment may arise when an unforeseen event occurs and a previously unidentified risk becomes apparent.

4.3.5 Once the dynamic risk assessment has been taken place, a formal written risk assessment record must be made of this as soon as is reasonably practicable after the event.

4.4 Record and implement findings

4.4.1 **General risk assessments** - Assessments of processes or areas rather than an individual person should be recorded on the General Risk Assessment Form (Refer Appendix A).

4.4.2 **Other Risk Assessments** - This General Risk Assessment Form may not be suitable for use for recording risks to individuals, complex risk assessments or where there is agreed standard documentation for inter-agency working. Where this is the case, specific forms have been created and are referenced in the Standard Documents section below.

4.4.3 The most appropriate form should be used to record the risk assessment. The Company Health and Safety Manager will be able to give advice on suitable formats.

4.4.4 **Risk assessments in other Health and Safety Policy areas** - A number of risk assessment forms have been developed relating to specific policy areas e.g.:

- hazardous substances
- manual handling
- display screen equipment
- fire
- work equipment or machinery
- stress
- educational visits

4.4.5 Details of these risk assessment forms can be found in their corresponding Health and Safety Policy folders.

4.5 Review

4.5.1 The Headteacher / Deputy Head should review assessments:

- at regular intervals not exceeding one year
- following a significant change and / or if there is reason to suspect it is no longer valid e.g. after an accident, ill-health incident, violent incidence or malfunction has occurred
- the risk assessment must remain up to date and valid and available at 'point of use'
- once a risk assessment is obsolete it must be archived for a minimum of 5 years

4.5.2 **Generic Risk Assessments** - In some areas of Fair Ways or the schools, generic risk assessments are available to assist managers in the risk assessment process. These assessments must be:

- amended to reflect the workplace arrangements and any additional identified risks
- signed by the Headteacher / Deputy Heads
- effectively communicated to all relevant parties
- monitored and reviewed at appropriate intervals

4.5.3 **Communication** - The Headteacher / Deputy Head shall ensure that the persons at risk are provided with comprehensive and relevant information on the identified risks and the preventive and protective control measures. Everyone should understand what they must do and why. Where necessary, job safety instructions should be issued to individual employees and appropriate training provided.

4.5.4 **Training** - The Headteacher / Deputy Head responsible for the planning, co-ordination and monitoring or risk assessments must receive appropriate risk assessment training. Staff involved in the creation of risk assessments (e.g. as part of a risk assessment team) must receive training in the risk assessment process.

4.5.5 Fair Ways provides all staff with risk assessment and health and safety training within the induction week of employment.

4.5.6 **Monitoring** - The Headteacher / Deputy Head shall monitor the effectiveness of control measures and ensure that physical control measures are used, installed correctly and suitably maintained.

4.5.7 Employees shall report any defects in control measures, personal protective equipment, etc. immediately to their manager.

5 Specialist Advice

1.1 It is important when completing risk assessments to be aware of individual limitations in terms of knowledge and competence. If further support is required the Headteacher /Deputy Heads should contact the Health and Safety Manager, who may seek advice from Bollington**,** the external health and safety advisors for Fair Ways.

6 Further advice and Information

- Health and Safety Executive (HSE): www.hse.gov.uk.

7 Glossary of Terms

7.1 **Risk Assessment** - A careful examination of what, in the workplace, could cause harm to people so that a decision can be made as to whether there are enough precautions in place or more should be done to prevent harm.

7.2 **Hazard** - Anything that has the potential to cause harm, such as chemicals, electricity, working from ladders, an open drawer etc.

7.3 **Risk** - Is the chance, high, medium or low that somebody could be harmed by the hazard, together with an indication of how serious the harm could be.

7.4 **Harm** - Is the actual injury or ill-health suffered by those exposed to the hazard.

7.5 **Dynamic Risk Assessments** - A risk assessment which takes place during work in progress as a need arises ("on the spot"). In these circumstances a previously

prepared risk assessment may not be in place as the situation has not been previously foreseeable. Once the dynamic risk assessment has been taken place, a formal written risk assessment must be made of this as soon as is reasonably practicable after the event.

8 Associated Documentation & Legislation

This school policy should also work in conjunction with company policy and procedures

- The Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999

APPENDIX A – Example Risk Assessment Form

RISK ASSESSMENT FORM

Assessment Ref: Assessment Date: April 2019	Location / Dept: *All areas* Assessor's Name: *Danielle Cheyney*	
Task / Activity / Area Assessed: **Cycling**		

Hazards Identified	Who might be harmed and how	Control Measures to reduce the risk (include evidence i.e. training records, maintenance records, supervisors log etc. and any further assessment required)
Heightened Behaviour	*Staff, Student or Public*	• Good observation of student • RiiSE de-escalation techniques • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Carer's identification • Students aware of surroundings and personal safety
Missing Student / Absconding	*Student*	• Good observation of student • RiiSE de-escalation techniques • Awareness of surroundings; Hazards • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Carer's identification • High visibility vest must be worn by all • Students aware of surroundings and personal safety • Plan route/use maps
Slips and Trips	*Staff or Student*	• Good observation of student

		• Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Mobile phone to be available for emergencies • Adequate clothing and footwear to be worn • Carer's identification
Venue	*Staff or Student*	• Good observation of student • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Adequate clothing and footwear to be worn • Carer's identification • Check condition and safety of bike • Safety cycle helmet to be worn by all • High visibility vest must be worn by all • Ensure adequate clothing and footwear is worn • Students aware of surroundings and personal safety • Plan route/use maps • If the young person is deemed unsafe whilst on the bike, then before the young person can ride on a main road they must pass a cycling proficiency test or only cycle at the local park and not on the road.
Jewellery or items in pockets	*Staff or Student*	• Good observation of student • RiiSE de-escalation techniques • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Carer's identification
Adverse Weather	*Staff of Student*	• Good observation of student • Awareness of surroundings; Hazards • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Adequate clothing and footwear to be worn • Carer's identification

		• Safety cycle helmet to be worn by all • High visibility vest must be worn by all • Ensure adequate clothing and footwear is worn • Students aware of surroundings and personal safety • Plan route/use maps
Equipment	*Staff or Student*	• Good observation of student • RiiSE de-escalation techniques • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Adequate clothing and footwear to be worn • Carer's identification • Check condition and safety of bike • Safety cycle helmet to be worn by all • High visibility vest must be worn by all • Ensure adequate clothing and footwear is worn • Students aware of surroundings and personal safety • Plan route/use maps • If the young person is deemed unsafe whilst on the bike, then before the young person can ride on a main road they must pass a cycling proficiency test or only cycle at the local park and not on the road.
Incorrect Use of Equipment	*Staff or Student*	• Good observation of student • RiiSE de-escalation techniques • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Adequate clothing and footwear to be worn • Carer's identification • Students aware of surroundings and personal safety

		• If the young person is deemed unsafe whilst on the bike, then before the young person can ride on a main road they must pass a cycling proficiency test or only cycle at the local park and not on the road.
Injury From Equipment	*Staff or Student*	• Good observation of student • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Adequate clothing and footwear to be worn • Carer's identification • Check condition and safety of bike • Safety cycle helmet to be worn by all • High visibility vest must be worn by all • Students aware of surroundings and personal safety • Plan route/use maps • If the young person is deemed unsafe whilst on the bike, then before the young person can ride on a main road they must pass a cycling proficiency test or only cycle at the local park and not on the road.
Condition of Bicycle	*Staff or Student*	• Good observation of student • RiiSE de-escalation techniques • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Adequate clothing and footwear to be worn • Carer's identification • Check condition and safety of bike • Safety cycle helmet to be worn by all • High visibility vest must be worn by all • Ensure adequate clothing and footwear is worn • Students aware of surroundings and personal safety • Plan route/use maps

		• If the young person is deemed unsafe whilst on the bike, then before the young person can ride on a main road they must pass a cycling proficiency test or only cycle at the local park and not on the road.
Vehicles	*Staff or Student*	• Good observation of student • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Carer's identification • Ensure adequate clothing and footwear is worn • Students aware of surroundings and personal safety • Plan route/use maps
Uncertainty and Low Confidence in Riding a Bike	*Staff or Student*	• Good observation of student • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Carer's identification • Check condition and safety of bike • Safety cycle helmet to be worn by all • High visibility vest must be worn by all • Ensure adequate clothing and footwear is worn • Students aware of surroundings and personal safety • Plan route/use maps
Terrain/Vegetation/Insects	*Staff or Student*	• Good observation of student • Awareness of surroundings; Hazards • First Aider to accompany student or be available on site • First Aid equipment to be available • Assess students individual Risk Assessment • Mobile phone to be available for emergencies • Adequate clothing and footwear to be worn • Carer's identification • Students aware of surroundings and personal safety

If any issues are outstanding from the 'Action Review' date, detail the reasons: *N/A*

Signature:	Date: *24/04/2019*

Assessment Review Date (as required): New risk assessment required: *No* Completed by (Name): *Danielle Cheyney* Signature: