



ASPIRE: Lifeskills Learning Centre

RISK ASSESSMENT POLICY

ASPIRE: Lifeskills Learning Centre clearly recognises that a failure to take reasonable safety precautions in relation to identifying hazards would represent a serious risk to staff, visitors (and contractors); and, in particular, to the students within our Lifeskills Learning Centre including Woodgate site.

The aim of this Policy has particular regard for ensuring that the welfare of students, staff and visitors at the Lifeskills Learning Centre including Woodgate site is safeguarded and promoted at all times; and appropriate action is taken to reduce risks and potential risks that are identified.

This policy needs to be read in conjunction with the following policies and procedures

- Child Protection & Safeguarding
- Off-Site Trips
- Health and Safety
- First Aid
- Meeting Medical Conditions (Including Mental Health Conditions)
- Illness & Safe Management of Medication

When conducting a risk assessment, ASPIRE: Lifeskills Learning Centre adopt a team approach whenever possible, and involve staff members who have practical experience (as they often have the best awareness and understanding of the hazards involved with the activity and how the activity is actually carried out).

Legislation and statutory requirements

This policy is based on the following legislation and Department for Education (DfE) guidance:

- Paragraph 16 of part 3 of [The Education \(Independent School Standards\) Regulations 2014](#) which requires proprietors to have a written risk assessment policy
- Regulations 3 and 16 of [The Management of Health and Safety at Work Regulations 1999](#) require employers to assess risks to the health and safety of their employees, including new and expectant mothers

- Regulation 4 of [The Control of Asbestos Regulations 2012](#) requires that employers carry out an asbestos risk assessment
- Employers must assess the risk to workers from substances hazardous to health under regulation 6 of [The Control of Substances Hazardous to Health Regulations 2002](#)
- Under regulation 2 of [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#), employers must assess the health and safety risks that display screen equipment pose to staff
- Regulation 9 of [The Regulatory Reform \(Fire Safety\) Order 2005](#) says that fire risks must be assessed
- Regulation 4 of [The Manual Handling Operations Regulations 1992](#) requires employers to conduct a risk assessment for manual handling operations
- [The Work at Height Regulations 2005](#) say that employers must conduct a risk assessment to help them identify the measures needed to ensure that work at height is carried out safely
- [DfE guidance on first aid in schools](#) says schools must carry out a risk assessment to determine what first aid provision is needed
- [DfE guidance on the prevent duty](#) states that schools are expected to assess the risk of pupils being drawn into terrorism
- [The Health and Safety Executive \(HSE\)](#) say schools that manage their own pools must conduct a risk assessment

STAFF and RESPONSIBILITIES

All Employees -

- Assisting with and participating in the process of risk assessments
- Familiarising themselves with risk assessments
- Implementing control measures identified in risk assessments
- Alerting the headteacher to any risks they find which need assessing

SLT & EVC - To complete risk assessments for individual learners and to save and store these on Pupil Profiles

The Headteacher, Deputy (also E-Safety Officer) and Premises Manager - Undertaking risk assessment, identifying and implementing control measures, effectively communicating the outcomes to employees and others as appropriate. ASPIRE Premises manager to work in conjunction with Charnwood Borough Council Premises Manager to maintain checks and paperwork for Woodgate site.

Directors

The Directors, Vivienne Boulton (Head Teacher) and Steven Parkinson (Deputy Head) are responsible for ensuring that all risk assessments are completed and reviewed.

Students and parents

Pupils and parents are responsible for following the school's advice in relation to risks, on-site and off-site, and for reporting any hazards to a member of staff.

Contractors

Contractors are expected to provide evidence that they have adequately risk assessed all their planned work.

SCOPE

For the purpose of the policy the following definitions apply:

HAZARD - Something with the potential to cause harm

HARARDOUS OUTCOME - A description of how someone could be hurt or damage could occur as a result of interacting with the hazard

RISK RATING - The overall judgement of the level of risk that may arise from the hazard, based upon the likelihood of the event occurring and the potential severity of the consequence.

CONTROL MEASURES - Method used to reduce or control risks arising from identified hazards

RESIDUAL RISK - The level of risk remaining once control measures have been applied to reduce risks, so far as is reasonably practicable.

LEGAL ASPECTS OF RISK ASSESSMENT

There are clear duties for risk assessment under acts such as the Health and Safety at Work Regulations. The following requirements are laid down in those regulations and can be applied to other areas of risk assessment:

The risk assessment shall be 'suitable and sufficient' and cover both employees and non-employees affected by the employer's undertaking (e.g. contractors, visitors, students etc.)

The term 'suitable and sufficient' is important as it defines the limits to the risk assessment process. A suitable and sufficient risk assessment should:

- Identify the significant risks and ignore the trivial ones;
- Identify and prioritise the measures required to comply with any relevant statutory provisions;
- Remain appropriate to the nature of the work and valid over a reasonable period of time;
- Identify the risk arising from or in connection with the work. The detail should be proportionate to the risk.

The significant findings that should be recorded include a detailed statement of the hazards and risks; the preventative, protective or control measures in place; and any further measures to reduce the risks present.

RISK ASSESSMENT PROCESS

When assessing risks in the school, we will follow the process outlined below. We will also involve staff, where appropriate, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment.

Step 1: identify hazards – we will consider activities, processes and substances within the school and establish what associated-hazards could injure or harm the health of staff, students and visitors.

Step 2: decide who may be harmed and how – for each hazard, we will establish who might be harmed, listing groups rather than individuals. We will bear in mind that some people will have special requirements, for instance students with health conditions and expectant mothers. We will then establish how these groups might be harmed.

Step 3: evaluate the risks and decide on control measures (reviewing existing ones as well) – we will establish the level of risk posed by each hazard and review existing control measures. We will balance the level of risk against the measures needed to control them and do everything that is reasonably practicable to protect people from harm.

Step 4: record significant findings – the findings from steps 1-3 will be written up and recorded in order to produce the risk assessment.

Step 5: review the assessment and update, as needed – we will review our risk assessments, as needed, and the following questions will be asked when doing so:

- Have there been any significant changes?
- Are there improvements that still need to be made?
- Have staff or students spotted a problem?
- Have we learnt anything from accidents or near misses?

Step 6: retaining risk assessments – risk assessments are retained for the 3 years after the length of time they apply. Risk assessments are securely disposed of.

COMMUNICATING RISK ASSESSMENT

ASPIRE: Lifeskills Learning Centre has a responsibility to ensure that any risks posed to staff, students, contractors and visitors are reduced, so far as reasonably practicable.

When conducting a risk assessment, all ASPIRE: Lifeskills staff will ensure good communication is maintained through the risk assessment documentation. Relevant information identified in the risk assessment regarding the hazards, their associated risks to ASPIRE: Lifeskills Learning Centre, visitors; and particularly to students, are communicated effectively.

MONITORING

The Head Teacher, Deputy Head and Premises Manager shall monitor the effectiveness of control measures and ensure that physical control measures are used, installed correctly and suitably maintained where applicable. Likewise, checks should be made to ensure that agreed control measures and safe systems of work are being followed correctly.

RISK ASSESSMENT GUIDELINES AND PROCEDURES

ASPIRE: Lifeskills Learning Centre recognises the value of on-site and, in particular, off-site activities in enhancing educational opportunities for its students. We also recognise our responsibility for the safeguarding and wellbeing of the students and staff.

As a means of monitoring accidents and incidents resulting from activities or student behaviours, staff must record these in the Incident Book or fill out an accident form. Both are located in the Lifeskills Learning Centre office. By monitoring occurrence we will be able to take appropriate actions or make any reasonable changes where necessary to ensure risk is minimised in the future.

As a means of safeguarding students and staff, ASPIRE: Lifeskills Learning Centre has:

- A Designated Safeguarding Lead (DSL) (4 DSL's at ASPIRE)
- A Behaviour Co-ordinator (Head Teacher) responsible for monitoring and supporting behaviour management (Individual Support Plans).
- A designated Fire Marshal
- Protocol and procedures for external visitors to follow

ASPIRE: Lifeskills Learning Centre works in partnership with all staff, professionals, outside agencies and parents to take reasonable steps to secure the health and safety of staff, students and others involved in off-site activities and some on-site activities (outside of daily curriculum delivery).

The purpose of this guide is to acknowledge that there are a number of risks involved in such activities and we therefore aim to eliminate or reduce the risks as far as possible.

In line with the recommendations set out in paragraphs 441 to 447 of Keeping Children Safe in Education (KCSIE) ASPIRE: Lifeskills assesses the risks to the children involved in an incident of peer-on-peer sexual abuse and will undertake a peer-on-peer sexual abuse risk assessment and share with staff accordingly.

Safeguarding pupils who are vulnerable to extremism and radicalisation

ASPIRE: Lifeskills recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism and in line with KCSIE, ASPIRE: Lifeskills has a Prevent risk assessment in place and ensures that we:

- Assess the risk of pupils being drawn into terrorism
- Work in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Has appropriate staff training
- Has appropriate online filtering

If a student is assessed as a potential risk to themselves or others, their Individual Support Plan will be in place to support them and guide staff in their working practice. In this instance, a general risk assessment will be in place to support activities on and off-site for the individual student.

RESPONSIBILITIES

The Head Teacher has overall responsibility to ensure that appropriate risk assessments are carried out and in place; particularly in regards to off-site activities.

All completed risk assessments must be counter signed by a second member of the Senior Leadership Team (SLT).

The SLT has responsibility for completing the risk assessment documents and putting a signed copy in the main file in the Lifeskills Learning Centre office.

Risk assessment master copies can be found in the folder in the Head Teacher's office.

GENERIC RISK ASSESSMENT

The risk assessment procedure is intended to prevent injury or ill health to all individuals and property by:

- Highlighting and assessing any potential hazards
- Estimating any probability of harm
- Identifying appropriate control measures to reduce risks to an acceptable level that ensures the safety of all.

Along with the generic risk assessments for general premises, fire safety and regular on-site activities; additional site and activity risk assessments will be completed. There are a number of different activities that can require a risk assessment:

- Regular off-site activities
- One-off educational visits or outings
- One-off activities that happen in school
- Swimming sessions
- Individual student behaviour

An exploratory pre-activity visit will be made to all venues to form part of the visit/site specific risk assessment, which will assist with pre-planning of off-site visits. Where possible, copies of the venue's independent risk assessments will be acquired to support the ASPIRE: Lifeskills Learning Centre's risk assessments. If this is not possible information/advice could be sought from others involved in previous visits or from reliable local guides. A pre-visit must be made and, in addition to the risk assessment, a pre-visit form must be completed with information about the planned trip be provided. This must be signed off by SLT and kept in the risk assessment file.

DYNAMIC RISK ASSESSMENT

The on-going assessments we make throughout the day or throughout a session/activity, are referred to as 'the Dynamic Management of Risk'. This is an alternative to generic risk assessment. Dynamic risk assessment is a continuous process of identifying hazards. The risk is assessed and action taken to eliminate or reduce risk. In this way we are continually monitoring and reviewing the changing circumstances, especially behavioural, within ASPIRE: Lifeskills Learning Centre and the regular off-site activities our students access. Staff are trained in Safety Intervention that is CPI accredited and staff are also trained in Safety Intervention where physical intervention may be required. All staff have a responsibility in line with their duty of care and code of conduct for the continual dynamic risk assessment process. To support the generic and dynamic risk assessment process, ASPIRE: Lifeskills Learning Centre staff undertake weekly risk assessment planning for the regular off-site visits that the Head Teacher, or other member of the SLT, will monitor and sign off for the following week's planned activities. An example is shown as Appendix 1.

OUR COMMITMENT

ASPIRE: Lifeskills Learning Centre staff take their responsibilities for the welfare and safety of all very seriously and are committed to promoting and maintaining a centre of excellence in all aspects of our service and the work we do.

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:.... 

POSITION:.....DIRECTOR

DATE:.....1st July 2021

REVIEW DATE:....1st July 2022

FOR & ON BEHALF OF

ASPIRE: Lifeskills

APPENDIX 1
Example Student Weekly Activities Risk Assessment

Name of Student: JB

Date of Assessment: 01.06.21

For Week Beginning: 05.06.21

This Risk Assessment must be completed as soon as the preparations for the following week's plan are completed. Once approved by ASPIRE: Lifeskills Learning Centre SLT, two copies are required - one to be filed in the Learning Centre Office and one to be taken along on off-site activities in student activity planning file. The SLT must be made aware of, and authorise, any subsequent changes in planning, organisation or staffing ASAP.

1. Places to be visited and times of visits:

Monday – Queens Park, 12.30-1.00 (lunch break), on to Supermarket 1.00-1.30 to buy ingredients for cooking

Tuesday – Queens Park, 12.30-1.00 (lunch break), on to Leisure Centre 1.00-3.00 to play Badminton

Wednesday – Queens Park, 12.30-1.00 (lunch break)

Thursday – Queens Park, 12.30-1.00 (lunch break), on to Gym 1.00-2.30

Friday – Queens Park, 12.30-1.00 (lunch break), return to Learning Centre, then on to Climbing Centre 1.00-2.30

2. Staff member supporting during visits:

Monday – GH

Tuesday – BMcN

Wednesday – DC

Thursday – BMcN

Friday – RW

3. Transport arrangements for visits (walking, staff vehicle, public transport):

Monday – walking

Tuesday – walking

Wednesday – walking

Thursday – walking

Friday – walking then staff vehicle

4. ACTIVITY, RISKS/HAZARDS, CONTROL MEASURES & RISK RATING:

Day, time & Activity	Identified Risk/Hazard	Risk Level – H, M, L	Control Measures in place or to be put in place
Monday 12.30-1.00 Queens Park 1.00-1.30 Supermarket	<ul style="list-style-type: none"> - Accident/Incident whilst traveling to and from venue/activity - Student showing high anxiety resulting in inappropriate/challenging behaviour - Injury to student during planned activity 	<p>Low</p> <p>Medium</p> <p>Low</p>	<ul style="list-style-type: none"> - Safest route pre-planned and taken. 1:1 staff: student ratio. Experienced staff supporting. Individual behaviour management strategies to be implemented. - Staff first aid trained and first aid kit to be on hand. - Accessed venue/activity risk assessed and control measures adhered to.
Tuesday 12.30-1.00 Queens Park 1.00-3.00 Sport at Leisure Centre	<ul style="list-style-type: none"> - Accident/Incident whilst traveling to and from venue/activity - Student showing high anxiety resulting in inappropriate/challenging behaviour - Injury to student during planned activity 	<p>Low</p> <p>Medium</p> <p>Low</p>	<ul style="list-style-type: none"> - Safest route pre-planned and taken. 1:1 staff: student ratio. Experienced staff supporting. Individual behaviour management strategies to be implemented. - Staff first aid trained and first aid kit to be on hand. - Accessed venue/activity risk assessed and control measures adhered to. - BMcN to be lead member of staff as she is a trained fitness instructor.
Wednesday 12.30-1.00 Queens Park	<ul style="list-style-type: none"> - Accident/Incident whilst traveling to and from venue/activity - Student showing high anxiety resulting in inappropriate/challenging behaviour - Injury to student during planned activity 	<p>Low</p> <p>Medium</p> <p>Low</p>	<ul style="list-style-type: none"> - Safest route pre-planned and taken. 1:1 staff: student ratio. Experienced staff supporting. Individual behaviour management strategies to be implemented. - Staff first aid trained and first aid kit to be on hand. - Accessed venue/activity risk assessed and control measures adhered to.
Thursday 12.30-1.00 Queens Park 1.00-2.30 Gym	<ul style="list-style-type: none"> - Accident/Incident whilst traveling to and from venue/activity - Student showing high anxiety resulting in inappropriate/challenging behaviour - Injury to student during planned activity 	<p>Low</p> <p>Medium</p> <p>Low</p>	<ul style="list-style-type: none"> - Safest route pre-planned and taken. 1:1 staff: student ratio. Experienced staff supporting. Individual behaviour management strategies to be implemented. - Staff first aid trained and first aid kit to be on hand. - Accessed venue/activity risk assessed and control measures adhered to. - BMcN to be lead member of staff as she is a trained fitness instructor.
Friday 12.30-1.00 Queens Park 1.00-2.30 Climbing	<ul style="list-style-type: none"> - Accident/Incident whilst traveling to and from venue/activity - Student showing high anxiety resulting in inappropriate/challenging behaviour - Injury to student during planned activity 	<p>Low</p> <p>Medium</p> <p>Low</p>	<ul style="list-style-type: none"> - Safest route pre-planned and taken. 1:1 staff: student ratio. Experienced staff supporting. Individual behaviour management strategies to be implemented. - Staff first aid trained and first aid kit to be on hand. - Accessed venue/activity risk assessed and control measures adhered to. - SP or RW to be lead member of staff as both are qualified climbing instructors

Assessed by Steve Parkinson

Signed _____

Date _____

Approved by Vivienne Boulton

Signed _____

Date _____