**Carrowreagh Primary School**

**Risk Assessment Policy**

**and Guidance**



October 2023

Review Date: October 2026

**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 Department of Education and therefore it is for the DE 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.

***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 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 staff, a copy of the completed risk assessment 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 - Guidance” and a copy of this document should be available in the staffroom. 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 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)**

Death 5 Major 4 Serious 3 Minor 2 Nil 1

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

Very likely 5 Likely 4 Quite possible 3 Possible 2 Not likely 1

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

**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 appropriate and no further action is required |

***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.

**APPENDIX 1**

**Educational Visits - Guidance on completing Risk Assessment Form**

The process should be completed by the teacher 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.

**APPENDIX 2**

**Challenging Pupil Behaviour - Guidance on completing Risk Assessment – Behaviour Management / Positive Handling 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.

**Behaviour Support Team**

**Risk Assessment – Behaviour Management / Positive Handling Plan**

*(This document can be used with the IEP for behaviour)*

**Pupil:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Medical Conditions which may affect behaviour:­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Risk Assessment**

|  |  |  |
| --- | --- | --- |
| **3** | **6** | **9** |
| **2** | **4** | **6** |
| **1** | **2** | **3** |

**Consequence**

**Probability**

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Concern**  **Observable Behaviours**  ***e.g. fidgeting, inappropriate language, hitting out, absconding, etc.***  ***(To be detailed overleaf)*** | **Probability Rating**  **1 – Rare**  **2 – Occasional**  **3 - Frequent** | **Consequence Rating**  **1 -- Minor**  **2 – Moderate**  **3 - Severe** | **Prob. X Consq.**  **1 – 2 Low Risk**  **3 – 5 Moderate Risk**  **6 – 9 High Risk** |
| **1.** |  |  |  |

***\*\* A rare (probability rating) behaviour with severe consequences may need to be moved up to a 9 e.g. threatening with a knife.***

***The aim of the behaviour management plan is to reduce/minimise risk and teach alternative behaviours.***

***Risk can be 1) Physical harm to self 4) Damage to property***

***2) Physical harm to peers 5) Risk to learning for self***

***3) Physical harm to staff 6) Risk to learning for peers***

|  |  |
| --- | --- |
| **Areas of concern identified (Page 1)** | **Identified trends in behaviour.**  ***(Consider activities, locations, time, peers, staffing, specific triggers etc., when behaviour occurs i.e.***   * ***what is the behaviour?*** * ***when does it happen?*** * ***where does it happen?*** * ***who does it happen with?*** * ***why does the pupil behave in this way? - what is your feeling about this?)*** |
| **1.** |  |

**Describe times when the pupil displays appropriate behaviour and identify factors which influence this:**

**List the behaviours which you want the pupil to learn:**

**Behaviour Management/Positive Handling Plan**

**Proactive Strategies (Preventative): *Use strategies from the SEN Resource File and beyond. Include everything that can be done to support the child.***

**School Motivators: *Detail any reward systems that may work with the pupil.***

**Reactive Strategies: *(Use SEN Resource File) and beyond.***

**Low Risk**

**Medium Risk**

**High Risk *(Include any physical interventions which may be used when necessary as a last resort and in the pupil’s best interest)***

**Post Incident Procedures to be used with the pupil:**

***(e.g. What happened?, How did that make you feel?, What happens to you physically when you feel like that?, How can you manage that feeling next time?)***

|  |  |
| --- | --- |
| **Dos**  **-**  **-**  **-**  **-**  **-**  **-**  **-** | **DON’Ts**  **-**  **-**  **-**  **-**  **-**  **-**  **-** |

**Guidelines for Dos and Don’ts**

***Do is anything the adult may do/say to which the pupil responds well e.g. talk quietly to him, chat about football.***

***Don’t is anything the adult may do/say to which the pupil responds badly e.g. stand too close, talk about his father.***

**Home Motivators: *Involve parents – take them through the plan, explain how school is supporting the child, and suggest ways in which they could help by reinforcing and rewarding at home.***

**Pupil Review (6 weeks to 1 term)**

|  |
| --- |
| **What has gone well? – Which strategies have been effective and why?**  **What hasn’t gone well? – have any strategies worked and why?**  **What needs to change / continue?** |

**Action Plan for use of the Classroom Assistant**

**Name of the Classroom Assistant:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hours in class:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Training needs identified:**

**Strategies to be implemented to support the pupil with learning and behaviour:**

**What has worked and why?**

**What has not worked and why?**

**What needs to continue/change?**