

Argyle House School

Risk Assessment Policy

This policy document should be read in conjunction with the school's Health and Safety Policy as required and where risk assessments are outlined in the School's Educational Visits Policy.

1. Introduction

Documented Risk Assessments are a requirement under the Management of Health and Safety at Work Requirements 1999. The School is required to assess the risks to health and safety of workers and any others who may be affected by the work carried out for the purpose of identifying measures needing to be taken to comply with other legislation. Carrying out these written assessments will help identify all the protective and preventive measures that must be taken to comply with the Regulations.

It is the responsibility of Teachers and Senior Management to ensure that risk assessments are in place for their area/department. They can complete the assessments themselves or instruct other staff to undertake them.

The school will follow the Health and Safety Executive's 5 stage approach to Risk Assessments:
Step 1 – Identify the hazards.

Step 2 – Identify who might be harmed and degree of severity.

Step 3 – Evaluate the risks and decide on precautions.

Step 4 – Record and implement findings.

Step 5 – Review assessment and update if necessary.

Copies of the Environmental, Educational Visits and Pupil Risk Assessments should be in date and signed by the Assessor and the responsible person undertaking the tasks. These should be held in an area of work, (the general office) so the Designated Safeguarding Lead (DSL) an inspection by the HSE, Head Teacher/CEO and any other outside inspectorates can view as required. They will also be internally audited by the Head Teacher or Senior Management, signed and countersigned by the DSL or the Head Teacher.

Risk assessments should be reviewed and revised as follows:

Environment and site risk assessments:

☑ Annually

☑ When there is reason to suspect the assessment is no longer valid. This may become apparent through accidents and near misses, safety complaints, ill-health trends, or the CEO/Directors may become aware that a relevant piece of legislation has fallen out of date.

☑ When there has been a significant change in the matters to which the assessment relates, such as the introduction of new work equipment, changes in management personnel, new markets or applications for the school's products, cutbacks in training, etc.

Educational Visits:

☑ Per agreed and planned visit as stated and outlined in the detailed EV Policy.

Pupil Risk Assessments:

☑ Level 1 – Well-being support plans

☑ Level 2 –Pupil Risk Assessments (PRA)

All significant findings should be recorded and brought to the attention of relevant personnel, with signatures provided as evidence that the information has been read and received by those undertaking the tasks or specific staff that are supporting pupils on off-site activities.

Specific Risk Assessments, which the school must have in place under current regulations, are:-

- ☑ Fire Risk
- ☑ Volunteers
- ☑ New and expectant mothers.
- ☑ Control Of Substances Hazardous to Health.
- ☑ Lone working
- ☑ Workplace equipment
- ☑ Educational Visits
- ☑ Individual Pupil Risk assessments Level 1&2.

All the above have specific templates that will assist in the completion of the task; these need to be signed off by the Head Teacher, DSL or Senior Management.

2. Other Types of Risk Assessment

Generic Risk Assessments are acceptable where activities/processes/operations are consistent across the workplace. However, these must be adapted, as appropriate, to consider particular individuals and specific issues relating to the environment at Argyle House School or the area where the activity is taking place. They should also be signed and dated to confirm that all staff have been made aware of the contents.

Specific Assessments may be produced using a generic template but are in place for one dedicated task or event. Other assessments may be referenced in the specific assessment and will have very prescriptive controls for the individual or task, for example a one-off trip, and return to work assessment or functions such as residential or external hire or use.

Dynamic Risk Assessments are constant, on the spot assessments of the situation/task that are not written down. These should not be relied on completely for a task, as there is no written evidence of the control measures in place. Dynamic risk assessments alone will not be accepted by the HSE in any accident investigation. However, they can be noted in a full Risk Assessment as an on-going assessment of the risk or reference outlined set procedures and practices adopted in the school.

The completed assessments should be signed and dated by the Assessor. Educational Visits should be agreed with the School's DSL and countersigned by the Head Teacher. All environmental or site assessments should be reviewed annually or when there is any significant change, whichever is sooner; this is indicated on the top of the assessment document. Educational visit assessments need to be individually planned for every visit and specific considerations will include the needs of the pupils, staff ratios, environmental factors and choice of activity in relation to the individual or group of the pupil/pupils Social Emotional and Mental Health (SEMH) difficulties. Level 1&2 pupil assessments should be reviewed termly or will be updated following a significant change to the child's well-being or behavioural needs.

Nature of Risk Assessments

Assessments identify significant risks and prescribe remedial action, i.e. risk control measures. Thorough risk assessment will resolve to answer such questions as the following:

- ☐ What hazards are we faced with?
- ☐ Who might be affected?
- ☐ How can the risks be reduced to an acceptable level?
- ☐ Can effective measures be implemented now?
- ☐ If not, what contingency plans will serve us best for the time being?

Pastoral

The focus of our pastoral care is to ensure that each pupil becomes a confident, articulate young adult capable of keeping him/herself safe whether at home or outside the home. Our PSHEE programmes and assemblies are directed towards promoting an increasing understanding as the pupil develops, of the risks that exist in both the real and the electronic worlds, and of sensible precautions that should be taken. Our Science lessons encourage pupils to conduct their own safety-related research into the potential hazards of chemicals, gas, electricity and flammable materials.

Safeguarding

Our Safeguarding Policies and training for all staff form the core of our Safeguarding Management. Safe recruitment policies and procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children, or who are not allowed to work in the UK. By extending this regime to the proprietor/chairman and volunteers and by ensuring that everyone in our community receives regular safeguarding training, we manage this risk to an acceptable level.





ARGYLE
HOUSE
SCHOOL
SUNDERLAND



Completed 2024

To be reviewed 2025

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