



ASPIRE

THE ASPIRE HUB RISK ASSESSMENT POLICY

RISK ASSESSMENT POLICY



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Introduction

The Aspire Hub Independent School (hereafter referred to as The Hub) clearly recognises that a failure to take reasonable safety precautions in relation to identified hazards which could represent a serious risk to staff, visitors, general public and contractors and, in particular, pupils.

The aim of this policy is to set out the systematic approach for suitable and sufficient risk management throughout The Hub.

This policy has particular regard for ensuring that the welfare of pupils attending The Hub is safeguarded and promoted at all times and appropriate action is taken to reduce risks and potential risks that are identified.

The purpose of risk assessment is to identify hazards and evaluate any associated risks. This includes such areas as:

- Safeguarding
- Health and Safety
- Security
- Fire Safety
- Site Security
- School Trips
- Critical incidents

Our risk assessments are not complicated however, the level of detail is relevant to the level of the risk involved with the activity. In many cases a risk assessment will lead to clarification and the documenting of protocols and procedures that are often already in place, following best practice and relevant Education standards where applicable (see Appendix A).

Risk assessments can also assist in the identification of requirements for levels of instruction, information, training and supervision that may be required for the activity. (See Appendix A)

In addition, some topic specific risk assessments are required by legislation, for example those concerning fire safety, pupil supervision, school trips, positive handling, display screen assessments, substances hazardous to health, provision and use of work equipment, asbestos, and security assessments. This list is in no way exhaustive.

Where relevant these risk assessments will be completed using educational standard assessment templates or guidelines. All other Hub risk assessments should be completed using the Generic risk assessment template. (See Appendix B – Risk Assessment Template). Individual risk assessments and handling plans are completed for all children who attend The Hub. (See Appendix C Example Individual Childs Risk Assessment). Information for the completion of a risk assessment will be taken from the individual passports which are completed on admission; passports identify strengths and difficulties. (See Appendix D – Individual Child Risk Assessment Template).

When completing a risk assessment please ensure the Key worker to children ratio of 1- 3 is always considered. (see Appendix E – Risk Assessment Guidelines).

When might a specific behaviour risk assessment be required?

Children attending the Aspire Hub have previously shown at their education setting or home that they can exhibit aggressive and volatile behaviour. At the Aspire Hub we understand that all behaviour is communication, and we aim to understand why a child would behave in this way. To support the child and others in our setting we use Safe Schools a positive handling technique, these holds are quality assured by NFPS and work by using biomechanics. To ensure the safety of the child student and staff a generic risk assessment will be used to support the aggression

and outbursts and the others. At times there will be a need to consider a more specific risk assessment due to the ongoing risk to the health, safety and wellbeing of other partners of the Hub, and where implementation of the school behaviour policy so far appears to have had little or no remedial effect.

This can be achieved by the use of 'trigger points' within the behaviour policy. Possible triggers for the deployment of a behaviour risk assessment might be:

- In the event of a pupil carrying out – or threatening to carry out – any form of physical assault, whether in or out of The Aspire Hub
- Where a child is found to be carrying a weapon, or threatens to bring a weapon into The Aspire Hub – such as a knife, ball-bearing gun etc.

Such triggers would constitute grounds for further action and communication with parents/carers. Evaluating the potential health and safety risks and may require a more detailed analysis of the situation before further action could be authorised.

For example, where members of staff attribute stress-related complaints – partly or wholly – to the accrued psychological harm arising from the behaviour of a particular pupil, it would be likely that objective evidence of the risks would be required in order to proceed any further. One way in which such evidence can be compiled is via a behaviour risk audit, collection of incident data from Scholarpack. Where compelling evidence is thus gathered, the SLT team is in a strong position to persuade the Principal of the need for a formal risk assessment to be drawn up (see appendix C Example Individual Child risk assessment)

To be effective, pupil behaviour risk assessments must be closely allied with existing risk assessment and any related measures already in place, such as:

- special educational needs (SEN)/medical/pupil restraint policies
- safeguarding /child protection policies
- policies relating to school trips and visits
- parenting contracts/orders
- any initiatives involving liaison with other agencies, eg local authority behaviour strategies, youth offending teams and/or links with police through, for example, Safer School Partnerships.

Devising an Individual behaviour risk assessment for Aspire Children

There is no such thing as a 'one size fits all' child behaviour risk assessment. The Aspire Hub need to implement strategies which fit their own circumstances, and which have been developed in the light of many variable factors which will exist from one Hub to another. These might include:

- age/ability of child
- individual need
- family intervention/support
- number of pupils
- staffing ratio
- risk assessment in place
- behaviour policy

Equally, different styles of pupil behaviour risk assessment may be appropriate for different pupils, depending on the circumstances in any individual case. The additional risk assessment will be drawn up collectively with relevant parties then approved by Senior leader in line with risk assessment procedure (see appendix D Individual Child Risk Assessment Template)

Is parental permission Required?



While it is not necessary to secure parental permission in order to draw up a pupil risk assessment, at The Aspire Hub we will share the document and any subsequent documents with parents at any situation where the behaviour of a child is causing the degree of concern along with any additional home-school agreement.



Staff involved in the drawing up of individual pupil risk assessments should be mindful of the [Education \(Pupil Information\) \(England\) Regulations 2005](#) which place a duty on schools to disclose, with a few exceptions, the contents of pupil records to parents and pupils where they make such a request. At the Aspire Hub we endeavour to plan do review 4-6 weekly with parents/carers. All accidents and injuries will be reported to parents no matter how trivial they might appear. Any incidence of verbal abuse and physical assault, will be recorded on Scholarpack as the psychological harm which can follow such incidents can lead to very real illness and mental distress for those who are unfortunate enough to experience them.

Additionally, the [Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\)](#) require that employers must inform the HSE of the following:

- all accidents to employees resulting in deaths or 'major injuries' and all accidents which result in an employee being off work due to injuries for more than seven days (referred to as 'over-seven-day injuries')
- all accidents to non-employees which result in them being killed or taken to hospital and which are connected with work.

1. Responsibilities

a) All staff are responsible for:

- Assisting with and participating in the process of completing risk assessments; formal, generic and dynamic risk assessments.

b) Room Leader (or equivalent line managers) are responsible for:

- Undertaking risk assessments, identifying and implementing control measures, of daily planned activities and then effectively communicating the outcomes to Staff and others as appropriate.

c) Senior Leaders are responsible for:

- Allocating resources in response to risk assessments completed within The Hub and determining a course of action should it be identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Setting up frameworks for decision making and corporate strategies which incorporate risk assessment principles. This will ensure that decisions made take into account relevant risk factors.
- Ensuring that those who are tasked with completing risk assessments within The Hub for rooms and individuals are suitably trained to do so.
- Ensuring that a suitable mechanism exists to communicate the safe systems of work identified as part of the risk assessment procedures. Typically, these are likely to be in the form of Standard Operating Procedures (SOP) or The Hubs own guidelines such as those set out in The Hub's policies, procedures, handbooks and codes of conduct.
- Make suitable representation to the relevant Health & Safety Committee or Resources Committee if risk assessments identify an outstanding need which cannot be resourced within existing Hub resources.

d) The Senior leaders are responsible for:

- Monitoring and reviewing the implementation of all risk assessments including individual child's risk assessments.



2. Definitions

For the purpose of this policy the following definitions apply:

- a) Hazard: Something with the potential to cause harm
- b) Hazardous Outcome: A description of how someone could be hurt or damage could occur as a result of interacting with the hazard
- c) Risk Rating: The overall judgement of the level of risk which may arise from the hazard, based upon the likelihood of the event occurring and the potential severity of the consequence
- d) Control Measures: Method used to reduce or control risks arising from identified hazards
- e) Residual Risk: The level of risk remaining once control measures have been applied to reduce risks so far as is reasonably practicable.

3. Legal aspects of Risk Assessment

There are clear duties for risk assessment under acts such as the Health & Safety at Work Act 1974 and The Management of Health & Safety at Work Regulations 1999. 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 employers undertaking (e.g. contractors, members of the public, pupils, 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.

4. Risk Assessment

The Hub has a responsibility to ensure that the risk posed to staff, pupils, property, contractors and the public are reduced, so far as reasonably practicable.

Risk assessment is a subjective but logical process which can be broken down into 5 steps:

- Step 1 - Identify the hazard
- Step 2 - Decide who or what might be harmed and how
- Step 3 - Evaluate the risks and decide on precautions
- Step 4 - Record significant findings and implement them
- Step 5 - Review the assessment and update if necessary

When conducting a risk assessment, Room Leaders should adopt a team approach to risk assessment whenever possible and involve Key Workers who have practical experience (as they often have the best awareness and understanding of the child, hazards involved with the activity and how the activity is carried out).

5. Types of Risk Assessment

All significant risks shall be assessed. Although the principles of assessments remain the same however, the delivery can differ. There are 2 recognised methods of assessment:

a) Generic – A written method of evaluating the risk of harm (as described above including children’s individual risk assessments).

In unusual circumstances, when an unforeseen risk presents itself (a previous Generic risk assessment not having been compiled and / or in use) an employee may be required to use a dynamic risk assessment.

b) Dynamic – A mental assessment of risk for use when any delay would increase the risk from harm.



6. Training

Aspire Behaviour Management Ltd as a responsible employer will provide appropriate risk assessment training for staff as necessary.

Those who have a responsibility for the completion of risk assessments will be provided with basic (internally coached) risk assessment training.

This training covers the processes and key stages of risk assessment including the rationale behind the risk assessment; application of suitable and sufficient control measures to mitigate risk; communication of the risk assessment; record keeping and incident management.

Aspire Behaviour Management Ltd Director will assist staff as necessary to enable them to complete their assessment.

Specialised risk assessment training will be provided to staff as required ensuring appropriate expertise, monitoring and supervision.

7. Communication

Relevant information identified in the risk assessment regarding the hazards, the associated risks to The Hub and the appropriate control measures must be effectively communicated and be readily accessible to all staff and others as appropriate.

8. Monitoring

The Senior Hub Leader or Room Leaders shall monitor the effectiveness of control measures of all risk assessments and ensure that they are used, installed correctly and suitably maintained. Likewise, checks should be made to ensure that agreed control measures and safe systems of work are being followed correctly.

9. Record Keeping

Risk Assessments and associated documents must be kept (uploaded to ScholarPack for individual children) for a minimum period of three years from the date which they are superseded as they may be required in the event of a litigation claim for compensation (note that claims for compensation can, generally be made up to 3 years from the date of the incident occurring). It should be noted that risk assessments which relate to the use of substances may need to be kept for 40 years, in order to trace exposure to substances which are known to have ill health effects e.g. asbestos.

During planning meetings risks assessments will be discussed and collated against Hub activities. Risk assessments will be coordinated with the planning and will be recorded on a weekly basis. Please use the below Key to cross reference the risk assessments on the planning, for example a risk assessment for throw and catch a ball game in the Bolton Butterfly Room would be BOL-BR-THROW&CATCH. If all rooms are participating in the same activity it can be referenced as HUB-THROW&CATCH.

Burnley Butterfly Room- BUR-BR-

Burnley Den- BUR-D

Bolton Butterfly Room- BOL-BR

Bolton Den – BOL-D

Hub – HUB-



10. Review of Policy

This policy will be reviewed annually or at an earlier date if changes are required due to risk assessment review or changes in legislation and/or guidance.

Appendix A

Example Risk Assessment

Activity:		Location:	Common Room Bolton	Persons at Risk:	Children, staff, visitors
Assessor(s):	Jennifer Jackson			Date of Assessment:	03092020
Risk Assessment Approval by Service Director / Manager (insert name):	Gill Bullock			Date Risk Assessment Approved:	03092020
Activity/Session Approved or Declined by Service Manager:	Approved			Date Activity/Session Approved:	Ongoing

Significant Hazards	Risks Involved	Current Control Measures	Harm Potential (A)	Likelihood of Harm	Risk Banding (AxB)	Further Action Required <i>(Controls / Procedures/ Authorisation Training / Modification to equipment or Process)</i>	Action By	Target Date	Completed By (Name/Date)	Risk after Action
1 activity										
1	Slipping on wet floor	Slipping Any wet floor will be cleaned immediately Wet floor sign will be placed in the appropriate area*	4	4	med	Mops used to clean bathroom areas will be labelled and only used in toilet areas Children will not be left unsupervised in toilet areas	Person seeing wet surfaces			Logged on scholar pack if injury accrues
2	Trapping fingers in door	Trap fingers Finger guards put on doors*	3	3	low	Children will not be left unsupervised in common room areas				Logged on scholar pack if injury accrues
3		Children are not left unsupervised	3	3	med	Temperature regulator fitted to the hot water tap	Director			Logged on scholar pack if injury accrues

			in the toilet area Children are encouraged to follow appropriated handwashing procedures				For a member of staff to be in the vicinity of the toilet area at all times			
4	Intimate care procedure	Adult /Children being upset or raising concern during the procedure	Children are not left unsupervised in the toilet area Dignity of children must be considered at all times	4	3	L o w	Individual risk assessments if needed	Princip al/D SL		Incidents logged on Cpoms safeguarding concern

15+	High Risk	Priority. Discuss activity with line manager and seek advice
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Appendix B

Template Risk Assessment

Activity:		Location:		Persons at Risk:	Children, staff, visitors
Assessor(s):				Date of Assessment:	
Risk Assessment Approval by Service Director / Manager (insert name):				Date Risk Assessment Approved:	
Activity/Session Approved or Declined by Service Manager:				Date Activity/Session Approved:	

Significant Hazards	Risks Involved	Current Control Measures	Harm Potential (A)	Likelihood of Harm (B)	Risk Banding (AxB)	Further Action Required (Controls / Procedures/ Authorisation Training / Modification to equipment or Process)	Action By	Target Date	Completed By (Name/Date)	Risk after Action
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Appendix C

Example Risk Assessment for children with Additional Needs

- Risk assessments are necessary for any significant and reasonably foreseeable situation.
- The significant risk might be to the young person or to someone else.
 - Moderate needs could be covered in the standard visit form risk assessment area e.g. Asperger's, mild challenging behaviour. This might be just one part of a visit e.g., ADHD young person on a cliff top walk might need specific mitigation but is fine on the rest of the visit.
- Significant and possibly complex special needs would need a specific person risk assessment
- Please use prompts below as appropriate
- It is a legal requirement to write down specific risk management for significant, foreseeable risks.

Name of child	Child A	Year Group	Reception
Date		Name of Class	The Den
Establishment name	Aspire Behaviour Management	Name of assigned staff (if appropriate)	Miss Heys, Miss Edmundson (Key worker)
DESCRIPTION	3/4 adults working in The Den daily basis. Caring environment working on a nurture basis incorporating meditation, yoga, breathing exercises, feelings and emotion work on a daily basis. 1x1 intervention working on his individual learning		
Describe foreseeable risk.	Child A is very defiant with regards his behaviour, he will continually try to take control of situations and does not like to follow class rules.		

	Child A becomes verbally abusive and non-compliant; he will square-up to your face, kick, punch, shout, run and become very argumentative. He will also abscond from the classroom
Is the risk potential or actual?	Potential
List who may be affected by the risk	All Staff working within The Hub.
Assessment of Risk (Example)	<p><u>Control measures to reduce level risk to acceptable</u></p> <p>In class, the risk of non-compliance is possible, to keep both peers and adult's safe be aware of Child A becoming argumentative as he will then be verbally abusive, square-up to your face, kick out, punch, shout or run (Use compliance procedure collaboratively, use internal telephone system for support from The Butterfly Room or Office)</p> <p>When working in The Reflection Room/Common Room the risk of non-compliance is high, verbal abuse, squaring up to your face, kicking, punching, shouting or running. (Call for a change of face)</p> <p>Behaviour Sanction System is in place to support poor choices.</p> <p>If Child A leaves the classroom use positive handling to escort him back to the room to complete his time out. remove the rest of the class if required</p>
Diagnosis and its effects to daily functions.	N/A
Medication or intervention required – <i>medical list</i>	<p>No Medication Used.</p> <p>Child A has toileting issues and will refuse to go to the toilet</p> <p>Use reward system (behaviour chart 5 smiley faces, 5 minutes choosing time, cupcake for whole reward stand (30 cupcakes means whole class reward afternoon), morning star certificate, afternoon star certificate, special message home) give constant descriptive positive praise</p> <p>Visual Timetable (morning & afternoon)</p> <p>Phones call to mum or staff to give reassurance</p> <p>Individual Intervention Plans centred on Child A.</p>
Strength and Stamina – <i>when anxious shows signs of being loud and agitated.</i>	<p>Child A will move from seat without any warning, wanders around the classroom ignoring Adults when asking to make good choices, go under table, leave the room or become verbally abusive. In all situations, behaviour can be extremely controlling and Child A struggles for the majority of the time to carry out any instructions he is given without either trying to do things in his own way or wanting to do something different instead.</p> <p>Once calm and focused Child A will speak about how he is feeling with the Adult.</p>



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	Use reflection area to engage positively with Child A before returning to the classroom area
Communication - when agitated or anxious	<p>Allow Child A to remove himself from the situation, talk to Child A about using a safe space to remove himself. Staff to guide to reflection room or common room chairs. Keep communication to a minimal, allow time to de-escalate once de-escalated timeout using timer to help to reflect, using breathing techniques.</p> <p>Use reflection area to engage positively with Child A before returning to the classroom area</p>
Manual Handling	Adult will guide or hold with dignity the use of positive handling when needed
Personal Hygiene / Care	Encourage Child A to wash hands after toileting, outside play, before cooking activities/lunch & snack.
Eating and drinking	<p>Nurture group approach – Child A to assist with preparing snack and lunch - cutting/chopping (use of knives and forks). Remind Child A of rule of using sharp objects remove them if he does not follow instruction</p> <p>Ensure food is chopped appropriately (avoidance of choking)</p> <p>List of allergies displayed in kitchen area.</p>
Specific event or situation requiring mitigation is...	<p>When working in The Den the risk of non-compliance is possible, to keep both children and adults safe be aware of Child A becoming frustrated or anxious.</p> <p>If Child A behaviour escalates opportunities will be given to remove himself from the situation, however if his behaviour escalates further an Adult will guide Child A away from the situation.</p>
Specific event or situation requiring mitigation is...	<p>Whilst in Reflection room be aware of controlling behaviours, becoming argumentative as Child A will be verbally abusive, square up to your face, kick, punch, shout or attempt to run.</p> <p>When appropriate the Adult will remind Child A of coping strategies used to de-escalate his anxieties. Once Child A is calm, stopwatch timer used to complete timeout.</p> <p>Once timeout is complete, allow Child A a chance to talk to the adult about his behaviour.</p>
Specific event or situation requiring mitigation is...	Whilst in Common Room seated be aware of controlling behaviours, becoming argumentative as Child A will be verbally abusive, square up to your face, kick, punch, shout or attempt to run.

	<p>When appropriate the Adult will remind Child A of coping strategies used to de-escalate his anxieties. Once Child A is calm, stopwatch timer used to complete timeout.</p> <p>Once timeout is complete, allow Child A a chance to talk to the adult about his behaviour. Use reflection area to engage positively with Child A before returning to the classroom area</p>
Known allergies – Detail- nuts / pollen / animal hair / penicillin / etc.	N/A
Mobility – independent but unstable on uneven ground / stick/frame – short distances only	N/A

Appendix D

Risk Assessment for children with Additional Needs Template

- Risk assessments are necessary for any significant and reasonably foreseeable situation.
- The significant risk might be to the young person or to someone else.
 - Moderate needs could be covered in the standard visit form risk assessment area e.g. Asperger's, mild challenging behaviour. This might be just one part of a visit e.g., ADHD young person on a cliff top walk might need specific mitigation but is fine on the rest of the visit.
- Significant and possibly complex special needs would need a specific person risk assessment
- Please use prompts below as appropriate
- It is a legal requirement to write down specific risk management for significant, foreseeable risks.

Name of child		Year Group	
Date		Name of Class	
Establishment name	Aspire Behaviour Management	Name of assigned staff (if appropriate)	
DESCRIPTION	3/4 adults working in The Butterfly / Den (delete where appropriate) on a daily basis. Caring environment working on a nurture basis incorporating meditation, yoga, breathing exercises, feelings and emotion work on a daily basis. 1x1 intervention working on his individual learning		
Describe foreseeable risk.			
Is the risk potential or actual?			
List who may be affected by the risk	All Staff working within The Hub.		
Assessment of Risk (Example)	<u>Control measures to reduce level risk to acceptable</u>		



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	<p>In class, the risk of non-compliance is possible, to keep both peers and adult's safe be aware of</p> <p>(Use compliance procedure collaboratively, use internal telephone system for support from The Butterfly Room or Office)</p> <p>When working in The Reflection Room/Common Room the risk of non-compliance is</p> <p>Behaviour Sanction System is in place to support poor choices.</p> <p>If</p>
Diagnosis and its effects to daily functions.	
Medication or intervention required – medical list	
Strength and Stamina – when anxious shows signs of being loud and agitated.	
Communication - when agitated or anxious	
Manual Handling	Adult will guide or hold with dignity the use of positive handling when needed
Personal Hygiene / Care	Encourage Child A to wash hands after toileting, outside play, before cooking activities/lunch & snack.
Eating and drinking	<p>Nurture group approach – Child A to assist with preparing snack and lunch - cutting/chopping (use of knives and forks). Remind Child A of rule of using sharp objects remove them if he does not follow instruction</p> <p>Ensure food is chopped appropriately (avoidance of choking)</p> <p>List of allergies displayed in kitchen area.</p>
Specific event or situation requiring mitigation is...	When working in The Butterfly/ Den (delete where appropriate) the risk of non-compliance is possible, to keep both children and adults safe be aware of Child A
Specific event or situation requiring mitigation is...	Whilst in Reflection room be aware of
Specific event or situation requiring mitigation is...	Whilst in Common Room be aware of

Known allergies – Detail- nuts / pollen / animal hair / penicillin / etc.	
Mobility – independent but unstable on uneven ground / stick/frame – short distances only	

Appendix E

Risk Assessment Guidelines

Risk Assessment Ratio 1 Key worker – 3 Children

Harm Potential (A)		
5	Fatality	Death. Loss of life. (Property- total destruction)
4	Major	Requires professional medical attention (A&E/ Doctor? Paramedic)
3	Minor	Requires on site first aid. Property- some damage causing minor disruption/ costs.
2	Negligible	Incident that causes some discomfort, but no medical attention required. Property- slight damage not affecting future use
1	None	No consequence.

Likelihood of harm (B)	
5	Certainty, Will happen soon
4	Probable: Expected to happen at some point
3	Possible: Capable of happening
2	Remote: Slight likelihood of occurring
1	Improbable. Impossible to foresee if an incident would occur.



Risk Banding (AxB)		
1- 7	Low Risk	Low risk. Ongoing control measures
8-14	Medium Risk	Extra control measures required prior to activity to reduce risk to below 8.
15+	High Risk	Priority. Discuss activity with line manager and seek advice

Date	Review Comments	Reviewed By
July 2017	This policy is a requirement of The Aspire Hub and its Governing Body for ratification.	Gill Bullock - Director
July 2018	Document has been reviewed and amended to reflect the change of service name.	Gill Bullock - Principal/Director
August 2019	Reviewed and changes made to coincide with change of system for recording	Gillian Bullock
November 2020	Reviewed and changes made to incorporate updated Risk Assessment procedures and templates	Gillian Bullock, Louise English