



**Five
Rivers®**

**FIVE RIVERS
CHILD CARE LTD**

**Risk
Assessment
Policy &
Procedure**

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Health and Safety Officer
Authoriser	Head of Education
Date of Original Issue	01/09/2022
Date of Last Review	01/09/2023
Date of Next Review	01/09/2024
Version	V1

© Five Rivers Child Care Limited 2021, All Rights Reserved.

The content of this policy is protected by the copyright laws of England and Wales and by international laws and conventions. No content from this policy may be copied, reproduced or revised without the prior written consent of Five Rivers Child Care Limited. Copies of content may be saved and/or printed for use in relation to the business and affairs of the Company only.

Table of Contents

1.	Policy.....	2
1.1	Policy Statement	2
1.2	Terms and Definitions	2
1.3	Data Protection	3
1.4	Disclosure of Information	3
1.5	Further Information	3
2.	Procedure	4
2.1	Identify the specific hazards	4
2.2	When thinking about a risk assessment, remember	4
2.3	Hazard Identification	4
2.4	Other hazards to consider include.....	5
2.5	Hazards induced by people include.....	5
2.6	Who May Be Affected.....	5
2.7	Those not directly involved with the activity but who may still be affected.....	5
2.8	Risk Evaluation.....	5
2.8.1	Risk Control.....	5
2.9	Review & Monitor - ensuring effectiveness and correct implementation	6
2.9.1	Assessment Review.....	6
3.	School Visits	6

1. Policy

1.1 Risk Assessment Policy and Procedure Statement

We at Five Rivers Child Care Ltd, have expanded on the Organisation's Health and Safety Policy and developed a specific Risk Assessment Policy and Procedure document. Its purpose is to create a clear statement to advise staff at Schools on how risk assessments should be carried out.

We will prioritise risks and consult relevant parties e.g. staff, parents/carers, pupils, outside agencies. The effectiveness of each risk assessment will be reviewed and accordingly revised to reduce risk in future.

1.2 Terms and Definitions

1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition
'5-STEPS to RISK ASSESS'	The chosen procedure FRCC have adopted & use to ensure Risk Assessments are being carried out competently
IDENTIFY	Spotting anything that has the potential to cause harm
EVALUATE	You are deciding the severity and ways to manage the risk
REPORTING	Informs the process of determining what action to take (if any) to remediate weaknesses or deficiencies
REVIEWING	Check that your control measures are working. Review your assessment in case things have changed and record the significant findings with your risk assessment documents.

1.3 Data Protection

- 1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.
- 1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

- 1.4.1 Any use or disclosure of information held within Five Rivers Child Care Ltd, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

2. The Procedure

Once a hazard has been identified in the workplace this should be reported to Line Manager/Headteacher immediately or at the earliest practical time. An example of this type of situation could be a loose carpet tile, a broken wire/cable, or a stair light not working.

The Manager/Headteacher will make recommendations as to how the potential risk can be minimised or eliminated as far as is reasonably practical to protect people from harm. Any actions will be completed within 48 hours of identifying the risk. If this needs to be dealt with by a contractor, contact the Facilities Manager. In the case of offices where a landlord has responsibility for maintenance of the building, contact the Landlord/Management Company.

If the hazard cannot be eliminated at the time of identifying the hazard, the manager will complete a Risk Assessment following the guidelines below. The Risk Assessment is to be circulated to the group of people who will be affected by the hazard.

'5-Steps' to Risk Assess (*As is on our H&S Policy*)

1. **IDENTIFY** the hazard (*something that has the potential to do harm*)
2. Decide **WHO** might be harmed & how
3. **EVALUATE** the risks & decide whether the existing precautions are valid or whether more should be done
4. **RECORD** your findings and implement them
5. **REVIEW** your assessment & revise if necessary

2.1 Identifying the specific hazards:

- Young people – consider how the social, emotional and behavioural difficulties
- experienced by our students might impact on risk to self and others
- Environment – inside and outside
- Security/safety procedures
- Off-site activities
- Equipment

2.2 When thinking about a risk assessment, remember:

A hazard is anything that may cause harm, e.g. a physical condition, which can make the school unsafe, such as a slippery floor; unsafe acts e.g. rushing, horseplay, taking shortcuts. Unsafe omissions such as the failure to follow safe systems or wear protective equipment can also be termed hazards.

The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

2.3 Hazard Identification

Staff should identify all the hazards relevant to the activity. Specific hazards should be assessed on a separate risk assessment form and cross-referenced with this document. Possible hazards may include:

- Biological agents
- Display screen equipment
- Manual handling operations, lifting and handling of heavy objects, Hazardous Substances & locations beyond the school

2.4 Other hazards to consider include:

Lone- or out-of-hours working,
Slipping/tripping hazards
Electricity, Noise, dust, temperature extremes,
Fire/explosion, tools, machinery,

2.5 Hazards induced by people include:

Working on a one-to-one basis Working in secluded areas
Risks resulting from irrational behaviour Risks resulting from poor anger management

2.6 Who May Be Affected

Students

Staff, include cleaning or office staff, contractors, other agency workers and visitors to the schools and parents

Expectant mothers pressure systems, compressed gases, work at height, confined areas, vehicles, irregular or unusual activities such as maintenance or repair work.

2.7 Those not directly involved with the activity but who may still be affected

Members of the public

2.8 Risk Evaluation

Evaluate the risks (low/medium/high) to which individuals might be exposed. This will be a subjective evaluation but should be used to give an indication of the priority with which the risks need to be addressed. Where risks are already controlled, monitor the effectiveness of the control to decide whether they are sufficient. Where the risk to individuals is thought to be medium or high, additional control measures must be considered.

2.8.1 Risk Control

Decide what controls are necessary to reduce the risk to individuals. The steps to controlling the risks are as follows:

Avoid, substitute or replace the hazard – evaluate whether or not the hazard be avoided or altered to reduce the likelihood of risk

Procedural controls – evaluate whether or not the procedure be altered to avoid or reduce the risk. Can the individual be removed/distanced from the risk? Can the activity be carried out at a time that would have a lesser impact on others?

Student management – staff need to be aware of each student's needs
Setting management – such as the monitoring of exits and entrances. Additional staff – can an additional person be utilised to avoid or reduce the risk?

Personal Protective Equipment - consider the value of using such things as

gloves, overgarments or a hat.

Emergency procedures – have contingencies in the event of things going wrong such as an accident, incident or fire

Health surveillance – are your staff or students physically able or sufficiently fit to engage in the planned activity.

2.9 Review & Monitor - ensuring effectiveness and correct implementation

Record Your Findings:

Record the significant hazards and conclusions using the appropriate risk assessment form.

2.9.1 Assessment Review:

The assessment must be reviewed periodically to ensure it remains relevant and effective. In addition, the assessment must be reviewed if there are any significant changes to the activity such as different students or staff, new procedures, substances or equipment.

The headteacher may at times have to dynamically risk assess in some situations, however will then review and update the relevant risk assessment.

3. School Visits

The school has a policy on school visits, which should be read by all members of staff.