



Hidelow Grange School

Risk Assessment Policy

	Reviewed:
Written: October 2017	June 2023 SG
Author: Lesley Rhodes	Next review due June 2024
Role: Acting Headteacher	
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CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branäs Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;

- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;

6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people’s opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

Purpose of the Policy

Due to the nature of the histories and difficulties experienced by the young people at our school, they are particularly vulnerable to a range of risks. They need to access to a wide range of experiences, within a controlled and safe environment, in order to make the progress necessary to meet the stated aims of the school.

This policy is written to:

- support the school's mission statement and aims for young people;
- ensure consistency of practice across the school;
- ensure all staff understand how risk assessment practices can support our aims for young people;
- ensure outside audiences can understand the procedures that we follow in assessing and minimising the risks involved in our work with young people.

This policy should be read in conjunction with the school's Health and Safety Policy, Educational Visits Policy, First Aid Policy and Safeguarding Policy, as well as the Critical Incident Plan.

What is a Risk Assessment?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation. This applies to harm or hazard to all students and staff, visitors and/or contractors. Some risk assessments are carried out by our parent company, CareTech, often using outside, specialist contractors. Other risk assessments are inherent to the specific environment in which the school operates and the work that staff and young people are engaged in.

Understanding the Language of Risk

- A hazard is something with the potential to cause harm.
- Risk potential is an evaluation of the probability (or likelihood) of the hazard occurring.
- Risk control measures are the measures and procedures that are put in place in order to minimise the risk potential and the consequences of risk.
- A risk assessment is the procedure and documentation that brings together the above three elements to make a judgement about whether the potential gains of the activity outweigh the risks when all risk control measures have been put in place.

Risk assessments can be used to identify potential hazards to people, property, strategic direction (reputation, loss of pupils, impact on development), compliance (Independent Schools' Standards and child protection issues) and financial loss.

Why have Risk Assessments?

Some risk assessments are a legal requirement. School Inspectors may expect to see examples and Local Authorities are entitled to ask for various risk assessments, particularly with respect to off-site educational activities.

The purpose of risk assessment is not to eliminate risk: some risk is essential to and inherent in the process of learning. The purpose is to ensure that consideration has been given to minimising risks, whilst maximising the educational value of all activities undertaken in school.

Conducting a Risk Assessment

Conducting a Risk Assessment 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, pupils 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 staff and most of our pupils will have special requirements. 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 the risks 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. A risk assessment template can be found in appendix 1 of this policy.

Step 5: review the assessment and update, 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 pupils spotted a problem? Have we learnt anything from accidents or near misses?

Most classroom based activities are covered by generic risk assessments undertaken by CareTech. However at Hidelow Grange School a specific risk assessment has been completed for each classroom.

CareTech carries out a range of risk assessments, according to a pre-planned timetable (usually annually), using outside consultants to ensure compliance. These include:

- PAT Testing/ Electrical Installation

- Oil Boiler Testing and Service
- Fire Risk Assessment
- Fire Extinguisher Service
- Fire Alarm System Service
- Water Purity Test (Legionella)
- Asbestos Survey

In addition to these risk assessments, the school's **Health and Safety Officer** carries out a range of Health and Safety checks on a regular basis, updating and revising any risk assessments as necessary. These include:

- COSHH
- Fire Alarm System Test
- Water Test – Temperature
- Fire Drill
- Food hygiene

Subject and Activity Specific Risk Assessment

Certain subjects require specific risk assessments for each activity or type of activity undertaken.

At our school, these subjects include Art, Design Technology, Vocational Studies, Science, ICT, Computer Studies, Outdoor and Adventurous Activity and Physical Education.

Additionally, risk assessments are required for all off-site educational visits, including reward activities, whether these are group-based or whole-school activities.

In each case the risk assessment is conducted by the teacher in charge of the activity, using the approved proforma (see Appendix 1), before the activity takes place. In the case of new off-site activities and/or one-off educational visits the risk assessment must be agreed by the head teacher at least a fortnight before the planned activity.

All off-site educational visit Risk Assessments are kept on file and made available to all teachers. It is the responsibility of the teacher in charge of the activity to check the validity of the risk assessment and ensure that account has been taken of the particular needs and vulnerabilities of the group of young people involved in the current visit.

All Risk Assessments must be reviewed at least annually or earlier if necessary. They must always be approved by the Headteacher.

Accidents and First Aid

Responsibility for reporting an accident depends on when and where the accident occurs. If the accident occurs in a lesson, the teacher is responsible for reporting and completing the accident log. When an accident occurs outside lessons but in the school day, the support staff member is responsible in the case of an accident to a young person. In the case of an accident to an adult, they are responsible for completing the central log themselves. Accident forms are available on the shared drive and should be completed before leaving the site for the day wherever possible but always within 24 hours. Completed accident forms must be sent to the Headteacher for monitoring. She will record these in the Accident Central Log Book.

The school keeps records of all accidents and injuries, and have a procedure in place for ensuring that they are reviewed regularly in order, where possible, to minimise the likelihood of recurrence. (See also separate policy documents; FIRST AID and HEALTH & SAFETY)

The Health and Safety Officer is responsible for reporting and recording any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR).

The Headteacher is responsible for reviewing and reporting on all accidents in the Headteacher's Monthly Monitoring Report.

Child Protection

The School's Child Protection and Safeguarding Policy together with the suite of Safeguarding Policies and training for all staff form the core of our child protection risk management. Safer 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 those not allowed to work in the UK.

Doors to potentially dangerous areas such as the Science/ICT Room, Art Room and the DT Workshop are kept locked when not in use. Pupils are only allowed access when accompanied by a member of staff.

Responsibilities of all staff

All members of staff are given a thorough induction into the school's arrangements for risk assessments and health and safety. Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the Headteacher and other members of staff with delegated responsibilities, in order to enable the school and CareTech to comply with their health and safety duties.

Finally, all members of staff are responsible for reporting any potential Health and Safety risks to the Head Teacher.

Key Contacts – Hidelow Grange School

	Name	Tel contact	email
School Designated Safeguarding Lead	Sam Goodchild	01886 884832	sam.goodchild@branas.co.uk
Deputy Designated Safeguarding Lead	Charlotte James	01886 884832	Charlotte.James@caretech-uk.com
Service Designated Safeguarding Officer	Kate Jones (Head of Service - Branas)	01490 413782	kate.jones@branas.co.uk
Service Designated Safeguarding Officer	Declan Tuer (Regional Lead for Education-CTCS)	07827 302334	declan.tuer@caretech-uk.com

Key local contacts:

<http://westmerciaconsortium.proceduresonline.com/>

<https://herefordshiresafeguardingboards.org.uk/herefordshire-safeguarding-children-board/>

http://www.worcestershire.gov.uk/info/20054/safeguarding_children

	Name	Telephone contact	Email
Contact Centre	The MASH	01432 260800	Open 8:30am – 5:00pm Mon - Fri
Out of hours	EDT	01905 768020	
Police	West Mercia or Warwickshire	999 / 101	
Designated Officer (LADO)	Terry Pilliner	(01432) 261739 07792881859	lado@herefordshire.gcsx.gov.uk
LAC Nurse Team	Kirsty Gardener Nikki Williams	01432 363 936	
PREVENT strategy	Neville Meredith	01432 383628	nmeredith@herefordshire.gov.uk
NSPCC Whistle-blowing Helpline			0800 028 0285
Childline			0800 1111

Roles & Responsibilities

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

Monitoring and Review

This policy will be reviewed annually, using all available sources of data.

Appendix 1

CareTech Community Services

Risk Assessment

Location:

Name of assessor:

Date:

Location:

To be reviewed:

Task / Activity being assessed	Risk Rating (once control measures in place)
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What is the hazard?	Who might be harmed?	How might people be harmed?	Existing risk control measures	Risk rating			Additional control measures	Risk rating			Actioned by whom?	Actioned by when?
				L	C	R		L	C	R		

Who needs to know about the findings of this Risk Assessment?

Signature:

Review date:

Emergency Contacts:

Sam Goodchild (Head teacher) – 07946201349

Declan Tuer (Regional Lead for Education) - 07827302334

Sam Roberts (Home Manager) – 07359055095

How to calculate risk rating:

L- Likelihood of hazardous incident occurring

C- Severity of consequence

R- L x C

Likelihood of hazardous incident occurring is ranked as:

1	Very unlikely
2	Unlikely
3	Fairly likely
4	Likely
5	Very likely

Severity of consequence can be ranked as:

1	Insignificant- no injury
2	Minor- minor injuries needing First Aid
3	Moderate- up to 3 days' absence
4	Major – more than 7 days' absence
5	Catastrophic- death

Assessing risk rating:

Risk rating	Action required
20 - 25	Stop the activity! And take immediate action
15 - 19	Urgent action required – take immediate action, stop activity if necessary- maintain existing controls rigorously
8 - 14	Action: Improve control measures within specified timescale
3 - 7	Monitor- look to improve at next review or if there is significant change
1-2	No action- but ensure control measures are maintained and reviewed

RISK ASSESSMENT REVIEW LOG

The Risk Assessment must be reviewed every six months or whenever circumstances relating to the task / activity change.

The Service Manager or other authorised person must complete the following record log.

Is the Risk Assessment still relevant?		What changes have been made? If none, state "none"	Date	Name
Yes	No			