

# London Borough of Enfield

Schools Health and Safety Team

Directive No. 1.14

## Pupil Risk Assessment

Copy No. 1



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This plan is subject to ongoing change and will be updated as and when required.

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## **EDUCATION, CHILDREN'S SERVICES AND LEISURE HEALTH AND SAFETY POLICY STATEMENT**

As Director, I have overall responsibility for all health and safety matters within the Education, Children's Services and Leisure Department. As such I am committed to the continuous improvement in health and safety standards for staff, clients, pupils, and visitors and a better working environment for every one.

It is essential to the achievement of our Strategy for Health and Safety to ensure that access to the right knowledge, skills, and support is available to staff when they need it, and that this is widely communicated and understood.

I am committed to the continuous improvement in health and safety management by setting clear objectives and monitoring performance through health and safety management plans and proactive audit programmes. All managers, including the Department Management Team and Service Managers must lead by example by demonstrating best practice in health and safety management and ensuring whenever possible, that all management decisions further health and safety objectives.

Effective partnerships between managers and staff are crucial to successful health and safety management. Poor health and safety management is rarely the result of malicious intent. Education and training in health and safety skills and risk management are key to achieving a strong health and safety culture which benefits all staff, clients, pupils, visitors and contractors who work in our premises, and improves the quality of our service.

PETER LEWIS

Director Education, Children's Services and Leisure

April 2007

## **Introduction**

The Management of Health and Safety at Work Regulations, 1999 places a duty on the London Borough of Enfield (LBE) as an employer to ensure that suitable and sufficient risk assessments are undertaken.

The Risk Assessment is a well-documented procedure and one, which need not be overly complicated. The Health and Safety Executive (HSE), (Health and Safety Executive, 2002), suggest a simple scheme comprising 5 steps and this forms the basis for the Councils approach in assessments for general hazards, work equipment, lifting equipment, fire etc. It can be used to assess working areas, work activities, machinery, plant, processes and, with a little imagination, even people.

Individual pupil risk assessments should not be carried out as a means for excluding pupils from an activity, area or school. The Health and Safety Executive (HSE) (p 1, 2006) refer to protecting the health and safety of students with disabilities “ in a way that does not place any unreasonable restrictions on students’ rights to autonomy, privacy or dignity. For example, a student cannot be excluded solely on health and safety grounds.” Their prime purpose is to identify specific risks to and/or from an individual, where they impinge on work, employers and employees, and the measures that are required to eliminate these risks or reduce them.

Furthermore, the DDA and accompanying code of practice acknowledge that there may be times when a duty of care to health and safety legislation overrides a provider’s responsibility to make reasonable adjustments. There may be occasions when an adjustment could be made, but which would not be reasonable as it may endanger the disabled person or other person. However, the DDA and code of practice also make it clear that health and safety should not be used spuriously as an excuse for not making adjustments or accepting a disabled pupil. The risk assessment should be seen as an inclusive and enabling process rather than as a process for exclusion.

## **Purpose and Scope**

This policy and associated guidance applies to all situations where pupils either create hazards or are particularly susceptible to them. It provides standard protocols for teachers and professionals to use to ensure that a suitable and sufficient assessment can be conducted for a pupil and their situation, which may have a negative impact upon themselves and others.

By carrying out individual pupil risk assessment it should be possible to make decisions and take actions to :

- Limit the level of inherent risk to which children and others are exposed.
- Take calculated risks to broaden the child’s experience and maximise and his or her individual potential.
- Avoid unreasonable risks for this child and others
- Ensure that strategies used to respond to impairment, disability or challenging behaviour are reasonable, and proportionate to the risks presented.

## **Duties and Responsibilities**

The following are the principal duties and responsibilities that all employers are required to comply with. Full details are to be found within the Relevant Statutory Documents (see below) and further assistance can be given by the Schools Health and Safety Team Manager, upon request.

Governors, will be responsible for ensuring the pupil risk assessments made are suitable and sufficient and that they are implemented effectively into the schools health and safety management system, ensuring overall compliance.

It is the responsibility of the Head Teacher/ Centre Manager to determine at what point a Pupil Risk Assessment should be undertaken and to ensure that it is done.

Head Teachers, will ensure that suitable pupil risk assessments are undertaken and that action is taken upon the resulting recommendations, appropriately.

Head Teachers will ensure that all interested parties are aware of the risk assessment being undertaken of an individual pupil and are notified of the results of the exercise as soon as practicable, after the event.

## **Guidance**

This guidance is provided to answer a number of general questions but it cannot hope to cover everything. Where further guidance is required, contact should be made with the Schools Health and Safety Team Manager.

Pupil risk assessment can be a delicate subject and those involved may feel anxious about their ability to carrying out an assessment. They may be concerned about conflict with the DDA whilst at the same time ensuring the safety of the pupil and others. This guidance is intended to help bridge this gap

Head Teachers and others may be concerned at the potential consequences of getting it wrong and putting someone at risk. They may be concerned at restricting certain operations and activities and being overburdened with safety measures and precautions that others do not have. However, the over-riding duty of an employer is to prevent injury in the workplace of his employees (and to others who may be adversely affected) or to reduce the opportunity of risk to as low a factor as is reasonable. .

## **Risk Assessing Individuals**

Pupil activity or a pupil may constitute a hazard from that which they do not know or fail to understand, or have had no experience of, and that for which they have not been prepared. They can be subject to hazards due to a lack of ability, a lack of application and incompatibility with environment.

A risk assessment is carried out to identify the risks to health and safety arising out of, or in connection with an undertaking and should be a straight forward process to reduce risk as low as reasonably practicable based on informed judgement and reference to appropriate guidance.

Where pupils have Individual Behavioural Plans (IBP), Individual Educational Plans (IEP) or Pastoral Support Plans (PSP) in place, the risk assessments should be completed taking these plans into consideration as they often identify behaviour-based measures for reducing risks. Where a Care Plan is in place the risk assessment may be part of the plan or included in it. The risk assessment should not be kept with general risk assessments and should treated as personal information

It may be the case that the IBP, IEP or PSP may already demonstrate a full risk assessment process recognising all the significant hazards, evaluating and reducing risk through control measures, providing a record and communication with set reviews- where this is the case the risk assessment will already have been carried out.

## **The Duty of Employers**

Regarding the duties of employers, risk assessing pupils is only necessary where the individual is affected by the work activities of the employer (which should already be in existence) or the pupil constitutes a threat of harm to employees who are at work or to others in a working situation. Outside this context, the process described herein will provide a means to reduce the risk of injury posed by the hazards produced by, or are inherent within, non-employees.

## **Liaison with Interested Parties**

Trade Union representatives will be consulted in line with the requirements of the Regulations and satisfactory facilities and assistance will be provided to trade union safety representatives. It is anticipated that trade union representatives and non-trade union representatives will co-operate in encouraging all employees to comply with both the legal requirements and this policy. It is further anticipated that trade unions will make arrangements for suitable training of safety representatives.

## **When to Undertake a Pupil Risk Assessment**

A risk assessment should be undertaken whenever there is evidence that a pupil might place themselves or others at risk of harm or injury. The evidence may come from a variety of sources including accident reports and violence and abuse forms, behaviour logs, concerns from staff and pupils or as a result of child protection procedures.

Wherever practicable, a Pupil Risk Assessment should be undertaken prior to the child entering the school. There will be many instances, however, where the child is already at a school and as such there will be a point at which a risk assessment will be deemed necessary.

Instances where it may be necessary to complete a Pupil Risk Assessment include:-

- A pupil with a physical impairment;
- A pupil has an acute or chronic medical condition, such as epilepsy or brittle bones;
- A pupil has behavioural difficulties;
- A pupil with autistic spectrum disorder;
- A pupil behaving inappropriately on a regular basis or with regular disregard for instruction and supervision;
- A pupil under emotional distress;
- A pupil displays violent or threatening behaviour on a regular basis;
- A pupil is regularly under the influence of alcohol or substances.

Where a pupil demonstrates sudden, out of character, behavioural, emotional or physical signs or symptoms, the initial response should be to investigate the cause before a risk assessment is performed. An appropriate remedy or improvement may be applied before a risk assessment is required. However, if the situation persists, or a long-term issue is identified, a pupil risk assessment should be carried out.

Where a pupil that requires individual risk assessment has a condition that fluctuates this should be taken into consideration and periodic reassessment will be necessary.

## Who should take part in the assessment

Parents and/or carers (or close relatives or advocates), Head Teacher, Teacher, professionals involved with the individual, and where possible the pupil should be active participants in the risk assessment process, and fully involved in the decision making processes that effect choice and participation in learning.

## Proactive and Reactive Risk Assessments

Proactive risk assessments should be based on anticipated behavioural issues e.g. access problems, ability to follow instructions on educational visits, visual abilities etc. Ideally for pupils with known or anticipated issues, the risk assessment should be carried out prior to them starting school/ centre or going on an educational visit so that risk reduction measures can be put into place. Examples of such control measures would include erecting gates and fences to reduce the likelihood of absconding, providing a 'time out from positive reinforcement' areas, training staff on restraint techniques, and providing one to one support whilst on an Educational Visit.

Many pupils for whom a risk assessment is required are already placed in schools. These (reactive) risk assessments will be completed retrospectively and be based on the current situation and controls

## Completing a Pupil Assessment

There are two risk assessment formats recommended for individual pupils by this policy.

The first is a general protocol that is based on a simple application of the HSE's 5 steps approach. This method is suitable for disabled or pupils with impairment and is, also, in line with that recommended by the Learning and skills development agency (Rose, 2005). It follows the same basic principals as for generic risk assessments, but has a different terminology and format to enable an individual's assessment to be a practical working document and to monitor the pupils' progress. Seen at Appendix 1

The second pro forma is recommended in guidance by the Department for Children, Schools and Families and is specifically for children who present challenging behaviours and should be used appropriately instead (Department for Children, Schools and Families, 2003). Seen at Appendix 3.

In some cases both proforma can be used together in combination where appropriate.

## Definition of Hazard and Risk

A **hazard** is something with potential to cause harm. A 'hazard', as regards people, is a disability or characteristic that, if not considered, may give rise to a situation which could result in injury or harm to the individual or others. For a pupil with a visual impairment hazards from horse riding may include the horse, the environment (for example, uneven ground or sudden noise), and the task.

**Risk** is a combination of the severity of harm with the likelihood of it happening. 'Risk' for a disabled pupil is the likelihood that the disability or characteristic will produce an incident and the seriousness of the resulting injury, if it does. It is important to remember that risk may not be fixed and levels of risk may vary because of fluctuating health.



## **Five Steps to Risk Assessment**

The HSEs leaflet – INDG 163 is shown in the appendices and have been adapted for pupil assessments. Following the steps should adequately cover the risks presented by and to pupils in the school/centre or on educational visits.

### **Step 1 -Identify**

What are the situations that the person will be in?

Look at the hazards associated with the individual and identify how harm could be caused. You should generally ignore the trivial and concentrate on the hazards which you could reasonably expect to result in significant harm.

Identify triggers for inappropriate behaviour.

Refer to behavioural plans, incident records, accident and assault records, class behaviour log.

### **Step 2 -Examine**

Decide who may be harmed and how?

Are there any specific persons/ groups who are specifically at risk?

What immediate steps can be taken?

What is the likelihood that harm will occur?

How severe is injury an expected to be?

Risk is a quantum of likelihood and severity.

### **Step 3-Evaluate**

Identify the control measures in place.

Determine and agree any additional controls necessary.

Evaluate the level of risk before and after the controls have been put in place.

### **Step 4 – Record and communicate**

Record the information on the Pupil Risk Assessment form.

Consult the necessary parties on the risk management plan and agree action.

### **Step 5 -Monitor and review**

Monitor and review the assessment frequently as the content of the risk assessment may change e.g. a condition may fluctuate or the student may as they learn, adapt or hopefully improve. Also review of the effectiveness of the control measures may be required as conditions, environment, use and risk level may have changed.

Update as appropriate with the involvement of the necessary interested parties should take place.

## Risk Rating- Likelihood and Consequence

To determine the magnitude of the hazard, a subjective risk rating is derived from the information available

Some organisations provide guidance to staff on how to assess the magnitude of risk, and the following is an example of such guidance. You may disagree with the assessment of risk as either low, medium or high. However, the example demonstrates how guidance can be given within the procedures, to assist in determining the level of risk, and thus assist in the prioritisation of actions.

Likelihood of hazard occurring	Magnitude of impact
1 Highly unlikely.	1 Mild / minor injury, no first aid treatment required
2 Unlikely	2 First aid treatment required
3 Possible	3 Accident and Emergency treatment required
4 Likely	4 Hospitalisation is likely
5 Highly likely	5 Serious injury requiring long-term treatment /long-term effects
6 Certain	6 Serious permanent or fatal injury
<b>Risk factor</b> – multiply likelihood with magnitude	
Risk is <b>Low</b> if score 0–6	
Risk is <b>Medium</b> if score 7–12	
Risk is <b>High</b> if score above 12	

## Safe Systems Of Work

Good practice will result in production of 'safe systems of work' following a risk assessment. These provide guidelines to follow on safe practice, in order to minimise hazards and thus prevent harm to a person. These guidelines act as a checklist or reminder. For example, if a learner requires physical support, risk-assessment documentation identifies the need for staff to have accompanying safe systems of work, which may include the following suggestions:

- Never attempt to take a wheelchair upstairs or across uneven terrain.
- Don't attempt to lift a person from their chair unless you have had specific 'people moving people' training (manual handling).
- Obtain the learner's consent prior to any physical handling.
- Afford the learner dignity and respect at all times

## **Conclusion**

If you are concerned whether to conduct a Pupil Risk Assessment or concerned with the child's progress, or the appropriateness of the controls, the Schools Health and Safety Team Manager should be consulted before action is taken.

It is important to remember that such a risk assessment is an aid for schools to manage potential health and safety concerns effectively relating to a child.

All persons involved with an individual child need to be consulted in order to agree the most suitable arrangements. The assessment should be a 'live' document and continually reviewed to be supportive for the child.

## **Further Information**

### **Associated Documents**

LBE Corporate Risk Assessment Manual  
Schools Health and Safety Team Guidance Note – Risk Assessments  
DfES Code of Practice for Children with Special Educational Needs, 2001  
Successful Health and Safety Management – HSG 65

### **References**

Rose.C. (2005), *Guidance for colleges and other post-16 education providers on implementing the Disability Discrimination Act*, Learning and skills development agency (LSDA), Blackmore Ltd, Shaftesbury, Dorset.

Health and Safety Executive (2002), *Five Steps to risk assessment*, INDG 163(rev1), London: HSE Books. Sudbury.

Health and Safety Executive (2006), *Health and safety matters for special educational needs: Legal issues including risk assessment*. EDIS 03/06, [Electronic version], HSE Books. Sudbury.

Department for Children, Schools and Families,(2003) *Specimen Risk Assessment Proforma for assessing and managing foreseeable risks for children who present challenging behaviours*. LEA/0264/2003, Retrieved March 2008 from:  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

### **Relevant Statutory Documents**

Management of Health and Safety at Work Regulations

Name of Pupil		School/Class		Date of Assessment		Number of pages		Assessment Page no.	
What are the Hazards?	Who is at risk and how would they be harmed?		What is done to reduce/control the risk?		Risk Level	What more can be done to reduce risk?		Action by whom, by when?	
Date of next Review	Teachers Name Signature		Assessors Name:  Signature			Head Teachers' Name:  Signature			
Professional: Others present						Parent/Carer  Name:Signature			



Support Plan

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(To be used as part of the support process when an element of risk has been identified)

Name of Pupil

Date

Situation/Activity

1 What are the hazards and risks?

(Give details of who is at risk, what might happen, and the possible consequences for the learner other learners or staff.)

2 What are the potential benefits to the learner? (To be considered, to get a balanced view of the benefits versus the risks.)

3 Who has been involved in this assessment and the subsequent decisions?

4 Additional comments

Proforma for assessing and managing foreseeable risks for children who present challenging behaviours

Name of child .....  
Class group .....  
Name of teacher .....  
School .....

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk.	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by: .....  
Signature ..... Date .....

Risk Reduction Options			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Agreed Behaviour Management Plan & School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by: .....Relationship to child.....

Date:  
.....



Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with	Communication Method	Date Actioned

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Behaviour Management Plan & School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:  
.....

Relationship to child  
.....  
Date:  
.....

This proforma can be downloaded via the  
DfES Special Educational Needs website at:  
<http://www.dfes.gov.uk/sen/viewDocument.cfm?dID=713>

## EXAMPLE RISK ASSESSMENTS

This section considers two fictionalised scenarios based on fact, to illustrate how the principles of risk assessment discussed can be applied in practice.

The two scenarios illustrate how documentation might be completed. There is a danger that in attempting to describe appropriate responses to learners with a range of impairments, this will inadvertently encourage stereotyping. It is therefore important to appreciate the need to avoid making assumptions and to ensure that all risk assessments are tailored to the needs of each individual.

It is important that with any new activity or change in circumstances risk assessment is used to determine risk and to explore strategies to see how risk can be reduced to an acceptable level. The examples given on the following pages provide an indication of how documentation might be used to record the outcomes of this risk assessment.

### **Example Scenario1.**

Jenny is a young woman who wants to attend the school her brother is at. She is a wheelchair user. She has had a dedicated learning support assistant at nursery, and the nursery and Jenny's parents have provided a detailed summary of Jenny's support and care requirements.

### **Example Scenario2.**

Mehmet suffers from a rare genetic disorder that results in his immune system is compromised- he has no resistance to fungal spores and has reduced immunity to bacteria but responds normally to viral infections. He has medication to support his immune system. Fungal spores from any rotting material is hazardous to Mehmet.

Support Plan

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(To be used as part of the support process when an element of risk has been identified)

Name of Pupil	Jenny
Date	28 <sup>TH</sup> March
Situation/Activity	Jenny
<b>1 What are the hazards and risks?</b> (Give details of who is at risk, what might happen, and the possible consequences for the learner other learners or staff.)	
<p>Jenny’s parents have arranged for a carrier transport to take her to and from school to home. She would like to be met by someone from the school at the front door, to assist her in reaching B block, which is where her lessons will be taught. Classes will take place on the first floor, which is fully accessible via a lift. Accessible toilets are also located on this floor.</p> <p>The doors to B block are automatic. Jenny’s parents are supportive but anxious about how Jenny will adjust to a large environment with many students, as her previous school was quite small. She uses a manual wheelchair and requires staff to assist her with transport and with care requirements as she has limited upper body movement.</p>	
<b>2 What are the potential benefits to the learner?</b> (To be considered, to get a balanced view of the benefits versus the risks.)	
<p>Jenny will be able learn and achieve in an environment that will stretch her academically, without being subject to hazards. Jenny is very keen to go this school as her older brother is a pupil here and feels comfortable knowing he is about.</p>	
<b>3 Who has been involved in this assessment and the subsequent decisions?</b>	
<p>Jenny's parents, school staff, physiopherapist and Jenny</p>	
<b>4 Additional comments</b>	

**Pupil Risk Assessment. -SCENARIO `1**

Name of Pupil Jenny Smith		School/Class Model/example High School	Date of Assessment 28 <sup>th</sup> March 2008		Number of pages 2	
What are the Hazards?	Who is at risk and how would they be harmed?	What is done to reduce/control the risk?	Risk Level	What more can be done to reduce risk?	Action by whom, by when?	
Transport to and from school – public transport not an option. Use of assisted transport.	Injury from falling/striking against and/or trauma/stress to Jenny	School, in liaison with parents, has arranged suitable assisted transport to and from School.	Medium	Check credentials and capability of carrier. Identify support assistant to meet and escort Jenny from drop off / pick up point in arrangement with parents_ Arrange induction session for Jenny prior to Jenny attending	John Smith, Deputy Head-24-04-08	
Movement around school	Injury from striking against/trauma/stress to Jenny	Support assistant identified to assist Jenny in moving around school. Classes and class movement reviewed to ensure easy access and proximity. Protocol for class enabling Jenny to move without undue congestion.	Low	Arrange induction session for Jenny prior to attending.	John Smith, Deputy head & Lou Reed, Support assistant- 15-04-08	
Moving Jenny, assisting with changing and related welfare tasks.	Manual Handling injury to staff when pushing/pulling wheelchair.  Injury to Jenny if assisted/lifted incorrectly	Staff awareness.	High	Staff to receive ‘people moving’ Health and safety (manual handling) training.  Hoist to be fitted in toilet and changing area.	Verena Williams, Head Teacher to ensure Training. 30-04-08  John Smith, Deputy Head, in liaison with Oscar Charalambous Archetectural services- 25-05-08	
Use of computer	Injury (upper limb disorder) /frustration, stress to Jenny due to work station not being suitable.	Existing DSE standard equipment standard set up.	Med	Adjustable height table and equipment required in IT suite in B block and suitability checked with user assessment with Jenny	Bill Gates, IT Teacher, , Lou Reed Support assistant and Jenny 21-04-08	

Name of Pupil Jenny Smith		School/Class Model/example High School	Date of Assessment 28 <sup>th</sup> March 2008	Number of pages 2	
What are the Hazards?	Who is at risk and how would they be harmed?	What is done to reduce/control the risk?	Risk Level	What more can be done to reduce risk?	Action by whom, by when?
Fire evacuation, mobility issues preventing easy egress	Jenny becoming trapped in fire situation . Injury/trauma to Jenny from striking against collision when exiting etc.	Fire evacuations procedures are in place, fire exits are clearly marked.	High	Evac Chair with training for staff/assistant. Personal Evacuation Plan required and need to be in liaison with fire manager. Review fire risk assessment. Review of doorway widths.	Kurt Russell Fire Manager, John Smith, Deputy Head
Date of next Review	Teachers Name Signature	Assessors Name:  Signature		Head Teachers' Name:  Signature	
Professional: Others present				Parent/Carer  Name:Signature	

Support Plan

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(To be used as part of the support process when an element of risk has been identified)

Name of Pupil

Mehmet Halil

Date

21<sup>ST</sup> May 2008

Situation/Activity

School attendance –mainstream activities and learning

1 What are the hazards and risks?

(Give details of who is at risk, what might happen, and the possible consequences for the learner other learners or staff.)

Mehmet suffers from a rare genetic disorder that results in his immune system being compromised- he has no resistance to fungal spores and has reduced immunity to bacteria but responds normally to viral infections. He has medication to support his immune system. Fungal spores from any rotting material are hazardous to Mehmet and can cause him serious health effects.

Mehmet’s parents are supportive but anxious about how Mehmet will adjust to a large environment without the very careful care he receives at home to prevent exposure to spores.

2 What are the potential benefits to the learner? (To be considered, to get a balanced view of the benefits versus the risks.)

Mehmet will be able learn and achieve in an environment that will stretch him academically, without being subject to hazards. Mehmet is very keen to go this school as his older sister is a pupil here and feels comfortable knowing she is about. He will be able to interact with a peer group that enables learning.

3 Who has been involved in this assessment and the subsequent decisions?

Miandy Woodsmith	SEN CO
Mrs Haliil	Parent
Nurse A	CGD Nurse
Mary Cassidy	SHST
Penny Learner	Classteacher
Maria Onasis	ECM Coordinator
Paul Bishop	School Safety Mgr

4 Additional comments

## APPENDIX 4

Name of Pupil Mehmet Halil		School Young Persons School Class Reception		Date of assessment 21 <sup>st</sup> May 2008	
Hazard	Who may be at risk and how?	Precautions (controls) already in place	Risk Level High, Med, Low	Actions required to reduce the risk	Action by whom?
Grass cuttings/ piles of leaves and Bark chippings.	Disturbed piles of leaves or grass cuttings can cause fungus which would overwhelm Mehmet's immune system	Grass to be mowed regularly to be kept short-preventing build up of dead or long grass.	Medium	Cover grass cuttings with tarpaulin awaiting pick up. Contact Parks and Gardens Dept. Review possible contract pick up & site mgr facilities to remove cuttings.	Mrs Doris Day (assistant head) and Mr I. Fixit (site mgr)
	Low level exposure can occur to Mehmet from released spores.	Fruit stored outside class room. Vigorous approach to checking freshness of fruit in school.	Low	Ongoing	Adults in classroom
Dish cloths and towels left can become heavily contaminated.	Low level exposure from bacteria on cloths.	Change cloths/towels every day.	Low	Ongoing	Adults in classroom
Play dough could harbour bacteria if left out.	Low level exposure by contact from bacteria on play dough.	Use commercial play dough when available. However where "homemade" play dough used this is disposed of every 2-3 days.	Low	Ongoing	Adults in classroom
Animals in classroom that use straw and sawdust bedding	Bedding creating spores in an enclosed area-could expose Mehmet	Animals that live in the classroom cannot have straw or sawdust bedding. Mehmet not allowed to touch visiting reptiles and amphibians etc.. unless washing hands immediately afterwards – this applies to whole class.	Low	Ongoing	Adults in classroom
Soil – digging into and releasing wet spores.	Large exposure which can cause fungus which would overwhelm. Mehmet's immune system	Mehmet is not exposed to any planting or digging activities.	Low	Mehmet is allowed to take part in watering/harvesting of plants, but not to be exposed to compost or mulch or bark chippings – science lessons to not use these materials.	Class Teacher
Pond area / stagnant water/ fish tanks	Bacteria from contact with water or cross over contact from other children.	Tanks in classroom to be kept covered at all times. Mehmet not to pond dip and stay outside the boundary area. Children who have been pond dipping to immediately wash their hands afterwards.	Low	Ongoing	
Wet/contaminated Sand	Animal faeces and stagnant water could cause bacteria and contaminate through contact.	Outdoor sand tray to be covered at all times. Adults check when they uncover	Low	Use Milton tablets to sterilize sand at half termly intervals, sand to be replenished regularly.	Adults in the classroom.



APPENDIX 4

Name of Pupil Mehmet		School Young Persons School Class Reception		Date of assessment 21 <sup>st</sup> May 2008	
Hazard	Who may be at risk and how?	Precautions (controls) already in place	Risk Level High, Med, Low	Actions required to reduce the risk	Action by whom?
Building Work (dust) in and around school premises.	Masonry fungus/spores could overwhelm Mehmet's immune system.	If necessary on-site building work is carried out Mehmet to be off site. If teacher is aware of building work in the locality windows are now being shut and Child to not use Reception outside area.	Medium	When builders are working in the locality school to liaise with them regarding issues of dust creation. Site manager to give Class teacher briefings on possible building works nearby.	Site Manager, Class teacher or other adults in the classroom.
Wood work activities- If wood has any form of damp discolouration (black in colour and often softer than usual)	Fungus from cutting and shaving discoloured wood.-discoloured wood is sign of fungal deterioration. Could release and hence expose spores.	Procedure not in place	High	If wood is discoloured Mehmet must not be present when it is cut. ) Child A must not be present when it is cut.	Adults in the classroom
Changes in our understanding of Mehmet's condition	Greater / Less effect of exposures	Constant liaison with parents and health professionals. Review of assessment to be held annually plus if informed by parents and health professionals.	Low	Ongoing review	SEN CO Parents Health care professionals
Class visits	Various harms could exist depending on conditions and circumstances.	Inform Child A's parents of any trips planned. A separate Risk Assessment for Child A to be made prior to the visit/trip, and one of Child A's parents to accompany him.	Low	Ongoing	Class teacher and Educational Visit Co- ordinator.
Who was Present? Miandy Woodsmith SEN CO Mrs Haliil Parent Nurse A CGD Nurse Mary Cassidy SHST Penny Learner Class teacher Maria Onasis ECM Coordinator Paul Bishop SHST		Comment by parents		Headteacher signature Parent signature	

**. OPTIONAL FORM FOR SUMMARY OF ACTIONS FROM RISK ASSESSMENTS**

<b>Risk Assessment/number</b>	<b>Description of Hazard/Risk</b>	<b>Action Required</b>	<b>Action by and Date</b>	<b>Completed Yes/No</b>





