



The Complete Works Education Ltd  
Company Number **11822214**, registered in England  
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Warwick  
CV34 5TJ

# Risk Assessment Policy

## Document last updated: *January 2020*

### Introduction

The Complete Works Education (TCW) is focused solely on **providing the highest quality education and support whilst creating the best possible outcomes for students, with particular focus on young people in the SEN/Care system. Providing tutoring services for such challenging young people can create significant hazards and therefore requires specific control measures, including any lone working arrangements.** As a result we see it as a priority to ensure we have thorough risk management processes in place from the outset. All our tutors are directed to familiarise themselves with this policy as part of their induction.

### Aims and Objectives

This policy aims to ensure that all staff (including tutors) understands the process of risk management and how it can be integrated into effective supervision practices. Specific objectives include:

- Ensuring there are sufficient systems in place to access and disseminate all risk management documentation relating to each individual young person.
- Ensuring that our tutors fully understand their responsibilities regarding how they manage their own safety when working alongside their clients.
- Ensuring that our tutors fully understand their responsibilities regarding how they manage the safety of their clients.

### Applying the Policy: Dissemination of information

Referral procedures agreed with commissioning bodies will emphasise the importance of sharing information about each individual young person. The documentation we require, if available, at the point of referral will include:

- Young Person Risk Assessments (YPRA).
- Positive Behaviour Support Plans (PBSP).
- Education, Health and Care Plans (EHCP).
- Any Therapeutic Assessments Inc. CAMHS reports.
- Any accident or medical reports.
- Any specific additional risk factors e.g. fire starter, RSO, persistent allegations against staff.

**It is essential that TCW receives full disclosure** with each referral regarding any associated risks. Without full disclosure we will not proceed with referrals.

Once collated all risk management information will be shared with individual tutors prior to them attending any placement

In a reciprocal manner, if requested, we will share all pertinent information regarding our tutors with the placement including:

- Up to date enhanced DBS certificate.
- References from previous clients/services.
- Personal contact information.

### **Applying the Policy: Tutor Safety**

Tutors are provided with all relevant risk management information prior to the commencement of their placement.

Tutors are directed to:

- Familiarise themselves with all documentation relating to each young person they are instructed to support.
- At no point undertake loan working with any young people.
- Remain in direct verbal contact with supporting adults throughout each and every session.
- Familiarise themselves with all existing risk management provisions within the placement, as they will be subject to these controls while working with the client.

As set out in our guidance document - Initial Contact Planning - which is issued to all tutors as part of their induction, we recommend they undertake a thorough familiarisation session with supporting adults on arrival at any placement.

Tutors must report to their supporting adults within the placement and the TCW internal quality assurance team (IQA) if at any point they:

- Have concerns regarding the safety of the young person.
- Have concerns regarding their own safety.
- Become aware of any information disclosed by the young person which places anyone at risk.
- Witness behaviours of concern that places anyone at risk.

If, after reporting to supporting adults, a tutor considers the placement to be unsafe to either themselves or the young person they are supporting, they are to retire from the situation and report directly to TCW. At no point will a tutor retire from a placement without notifying the supporting adults within the placement.

### **Applying the Policy: Client Safety**

Prior to any tutor attending, referral procedures will identify where tutoring will take place and who the supporting adults will be. All pre-existing risk management procedures produced by the placement will apply as long as tutoring takes place on this identified site and supporting adults remain in attendance.

Should a tutor need to arrange any off site activities as part of the agreed provision e.g. Geography fieldwork as part of a GCSE programme of study, then the tutor, in collaboration with supporting adults from the placement will complete all risk management procedures as set out in TCW's Risk Management Guidance (Appendix 1). All TCW tutors will be provided with this guidance as part of their induction. This advice includes risk assessment pro-forma and guidance from HSE.

Once completed all risk management documentation will need to be submitted to both the placement and TCW's IQA team a minimum of two working days prior to any planned activity taking place.

Both the placement and TCW will need to accept the risk management procedures before the activity can go ahead. They will need to consider:

- What are the identified risks and have all risks been identified
- What control measures are being suggested to reduce the risks
- Consider whether these are suitable and sufficient and whether further control measures are required

Tutors need to ensure all risk management documentation is available throughout the activity. Should any unforeseen events occur during the activity then the placement and TCW will need to be informed as soon as is practicable.

On the rare occasions when previously unidentified risks become apparent, the tutor and supporting adult may need to undertake a dynamic risk assessment to manage the new situation. If a dynamic risk assessment has taken place, a formal written risk assessment record must be made as soon as is reasonably practicable after the event.

Once an activity is complete it is good practice to evaluate the effectiveness of the risk management processes and update if necessary. Each activity should be regarded as a separate event; recycling existing documentation without review is undesirable.

Once a risk assessment is obsolete it must be archived for a minimum of 5 years.

## Appendix 1: Risk Management Guidance

### About Assessing Risk

When we are planning 'off-site' activities we must think about how these activities may cause harm to our clients, ourselves or others. Our aim is to make sure that we have done all we can to prevent harm occurring as a result of our activities. **We are legally obliged to carry-out risk assessments.**

There are two commonly used words associated with risk assessment:

- **HAZARD** – means anything that can cause harm (e.g. water side activities, working at height, equipment, roads etc)
- **RISK** – is the chance (High, Medium or Low) that somebody will be harmed by the hazard.

The important things we need to decide are whether a **hazard is significant**, and whether we have satisfactory safety precautions (controls) in place so that the **risk of harm** occurring is small.

Our risk assessments do not have to be over complicated, but we need to remember a risk assessment must be relevant and applicable to the work activity we are involved with and must list all the hazards involved.

We need to follow these five simple steps:

**1. Look for the HAZARDS** – Be familiar with the equipment we are using and the activity we are running. Look at what could reasonably be expected to cause harm. Focus on the significant hazards which could result in serious harm or affect others. Use manufacturers data sheets and other safety data such as existing site specific risk assessments which most public venues produce and are happy to share.

**Remember behaviours of concern in off-site situations constitute a hazard and would consequently require a risk assessment applicable to the individual pupil accessing off-site environments. All clients will have their own individual risk assessments. These are purely an indication of the risks that a young person poses on an average day. Tutors must also consider the additional risk arising from any increased emotional state due to being outside of normal routines and environments.**

**2. Decide WHO** might be harmed – Consider all those who may come into contact with our activities.

**3. Evaluate the RISK** and decide if existing precautions are adequate or if more should be done. – Consider how likely (*the likelihood*) it is that each hazard will cause harm and the severity. This will determine whether or not we need to do more to reduce the risk. Even after all precautions have been taken some risks usually remain. What we have to decide for each significant hazard is whether this **remaining risk** is **High, Medium or Low**, (see risk matrix on page 3). We must consider if there are any specific legal requirements such as preventing access to power tools or moving parts of machinery, then ask ourselves if generally accepted industry standards have been met; as our pupils are not yet trained or experienced we need to exceed what is generally acceptable in industry. The law states we must do all that is **“reasonably practicable”** to keep our workplace safe. **Remember**

**to refer to COHSS and technical data sheets when evaluating the risk of working with substances.**

Refer to <http://www.hse.gov.uk/pubns/indg136.pdf>

**4. We need to *RECORD* our findings** – We need to make a written record of all our findings to refer back to in future. Risk assessments must be suitable and sufficient, we need to show that:

- A proper check has been made
- We have considered who might be affected.
- We have dealt with the obvious significant hazards, and taken into account the number of people likely to be affected.
- The precautions are reasonable, and the remaining risk is low.

All risk assessments need to be forwarded to the placement and TCW at least two working days ahead of any planned activity. You must have confirmation from both placement and TP that your risk management procedures are acceptable before an activity can go ahead.

**5. We need to *REVIEW* our assessment** – If we decide to change the way we work or deviate from our original risk assessment **we must re-assess**. Changes may include:

- Reduced number of staff.
- Increased number of clients.
- Change of location.
- Change of process.
- New legislation is issued.
- An accident or incident has occurred despite our control measures.

Re-assessment can take place at any time before or during an activity and results in a new dynamic risk assessment being put in place. This new assessment must be recorded as soon as is practicable once the activity is over.

The HSE guidance document 'Five Steps to Risk Assessment - 06/11' is our point of reference relating to risk assessments.

<http://www.hse.gov.uk/pubns/indg163.pdf>

### Risk Rating Matrix

<b>Severity</b>	<b>3</b>	<b>Medium</b>	<b>High</b>	<b>High</b>
	<b>2</b>	<b>Medium</b>	<b>Medium</b>	<b>High</b>
	<b>1</b>	<b>Low</b>	<b>Medium</b>	<b>Medium</b>
		<b>1</b>	<b>2</b>	<b>3</b>
		<b>Likelihood</b>		

**Risk Rating = Severity x Likelihood    1 LOW    2-4 MEDIUM    6-9 HIGH**

<b>Severity</b>	<b>Likelihood</b>
<b>1 Slight;</b> Injuries requiring first aid and minor ill health effects	<b>1 Low;</b> Harm will seldom occur
<b>2 Serious;</b> Injuries causing absence of more than 3 days or significant health effects (reversible)	<b>2 Medium;</b> Harm will frequently occur
<b>3 Major;</b> Death, or major injury or irreversible health damage. RIDDOR* <small>*Reporting of Injuries, Diseases and Dangerous Occurrences Regulations</small>	<b>3 High;</b> Certain or near certain harm will occur

Have you assessed the activity for potential risks?	
Have you determined whether any existing or potential risk can be minimised?	
Have you made an informed judgment as to whether the proposed activity should proceed?	

## Sample: Site-Specific Risk Assessment

Location:	Map Ref:	Activity Leader:	Activity:
<b>Insert full postal address including postcode</b>			<b>Insert a full description of the proposed activity</b>
		Other Staff:	
Venue Tel. No:		Nearest Hospital A&E Dept: <b style="color: red;">Include location and telephon</b>	

Site Specific Risks:	Controls in place:	Pupil List:
<p style="color: red;">Examples inc.</p> <ul style="list-style-type: none"> <li>Slips, Trips and Falls.</li> <li>Waters edge activity; walking next to water on existing footpaths.</li> <li>Stranger Danger.</li> <li>Crossing Roads</li> <li>Transport to venue.</li> </ul>	<p style="color: red;">Examples inc.</p> <ul style="list-style-type: none"> <li>Experienced staffing.</li> <li>Very close supervision and direction by staff.</li> <li>Boys to stay within the group and in contact with staff at all times.</li> <li>Stay on designated footpaths at all times.</li> <li>High student staff ratio: (Min. two staff to five boys).</li> <li>All boys and staff to wear warm clothing and strong footwear.</li> </ul>	<div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dotted black; height: 15px; width: 100%;"></div>
Additional specific risks:	Additional specific controls:	Applicable generic risk asse
<ul style="list-style-type: none"> <li>* Joe needs medication during times of stress and anxiety.</li> <li>* Joe is on a special diet and is not allowed sugary foods.</li> </ul>	<ul style="list-style-type: none"> <li>* Medication will be taken on the activity. Administering instructions on file.</li> <li>* No visits to the café.</li> </ul>	<ul style="list-style-type: none"> <li>Transport/Vehicle RA</li> <li>Educational visits RA</li> <li>Farm visits RA</li> <li>Venue specific RA</li> </ul>
		Signed Activity Leader:.... Date:.....  Signed SLT from placem Date:.....