

# RISK ASSESSMENT

Department	Child and Family services	Unit/Section	Education
Date of assessment	Nov 2020	Assessor(s)	Fiona, Wai-Mun
What is the activity?	Supporting Liam in variety of outdoor community locations	Where is the activity carried out?	The Yard
Who is involved?	Liam + 2 Primecare staff + WaiMun		

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom?	Action by when?	Done
Pupils becoming distressed resulting in challenging behaviour and or physical incidents with staff	Staff team Pupils	<ul style="list-style-type: none"> <li>Staff aware of and follow agreed strategies while supporting Liam</li> <li>Staff will continuously carry out dynamic risk assessment while supporting Liam.</li> <li>Activities will only go ahead if deemed safe and appropriate by those supporting Liam</li> <li>Staff supporting Liam will keep in contact with appropriate senior colleagues when advice and support is required.</li> <li>Staff will have an agreed strategy if the risk during situations while supporting Liam.</li> <li>Finish activity when necessary and return to Primecare transport to go home / Call mum</li> <li>3:1 ratio</li> <li>Staff supporting Liam should utilise the information shared to get to know him a in order to</li> </ul>				

		<p>become aware of associated risks, physically challenging behaviours and possible fast changing movements.</p> <ul style="list-style-type: none"> <li>• Staff supporting Liam should refer to information documents shared thus far</li> <li>• Staff will communicate with one another and carry out continuous, dynamic RA before, during and after any incidents.</li> <li>• Evacuate area if necessary.</li> <li>• Remove equipment if necessary. (objects could be thrown, or broken)</li> <li>• Maintain a safe distance when necessary/appropriate when supporting Liam.</li> <li>• Continual dialogue between - staff to pre-empt challenging situations or events and put plans in place to support these.</li> <li>• Adapt activities and or environments in response to Liam's levels of engagement/coping/distress/mood</li> <li>• Staff will have agreed upon a backup plan if Liam becomes distressed</li> </ul>	
Injury to staff and or pupils when LF dropping to floor.	Staff team Liam	<ul style="list-style-type: none"> <li>• 3:1 staffing</li> <li>• Let Liam's hands/arms go as soon as possible if you feel he is dropping to floor</li> <li>• Assume a comfortable and safe position when interacting with pupil on</li> </ul>	

		<p>the floor. Use stools or sit on same level if comfortable.</p> <ul style="list-style-type: none"> <li>• Seek support from colleagues if a swap is needed.</li> <li>• Seek additional support during transfers as required.</li> <li>• Do not attempt to physically move Liam from ground by supporting his weight.</li> <li>• Use physical prompts such as holding hands, on body signing or helping (within reason) to stand up</li> <li>• Use clear and calm communication to motivate to stand up</li> <li>• Follow agreed strategies</li> <li>• Seek support and advice from appropriate senior managers</li> <li>• Use of PECs to see if we can provide Liam with anything</li> <li>• Showing Liam his timetable if he is calm</li> <li>• Use positive but minimal language with Liam.</li> </ul>	
Pupils tripping and or falling- especially if running.	Staff team Liam Other children	<ul style="list-style-type: none"> <li>• 3:1 ratio</li> <li>• Staff will carry out dynamic RA during activity</li> </ul>	

		<ul style="list-style-type: none"> <li>• Activities will only go ahead if deemed safe and appropriate by those supporting Liam</li> <li>• Encourage LF to walk safely</li> <li>• Maintain calm environment as much as possible.</li> <li>• Continuously RA what other children are around if Liam runs</li> </ul>				
Getting on and off bus near traffic/roads. Crossing roads	Staff team Liam	<ul style="list-style-type: none"> <li>• Use agreed drop off point</li> <li>• Encourage Liam to get on and off transport calmly and safely</li> <li>• Only use designated crossing points when it is safe to cross.</li> <li>• Car to remain at venue and park as close to entrance and exit as possible</li> <li>• Staff are aware of all exits</li> <li>• Only open the car door where 2 staff are readily available – LF may run</li> <li>• Bring LF his wheelchair if necessary</li> </ul>				
Medical emergency	Staff team Liam	<ul style="list-style-type: none"> <li>• Call 999</li> <li>• Carry mobile phones at all times</li> <li>• Contact appropriate senior managers when required</li> <li>• Contact mum if necessary</li> <li>• Staff keep track of location to relay info to emergency services</li> </ul>				

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom?	Action by when?	Done
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<p>Burns/scalds other injuries from spillages of hot liquids and or foods</p>	<p>Staff team Liam</p>	<ul style="list-style-type: none"> <li>• 3:1 support</li> <li>• Staff aware of any potential hazards and carrying out continuous dynamic risk assessment</li> <li>• Liam seated out with unexpected reaching distance of hot liquids</li> <li>• Activities will only go ahead if deemed safe and appropriate by those supporting Liam</li> <li>• Adults responsible for keeping hot liquids kept away from Liam when necessary.</li> <li>• Pupils should not be left unattended</li> <li>• Cups of hot liquid should not be left unattended</li> <li>• Liam should be made aware of risks and encouraged to keep himself safe</li> <li>• Pupils to leave venue accompanied by support staff if risk of injury becomes dangerous (pupil moving around when unsettled)</li> <li>• Carry mobile phones</li> <li>• Contact senior managers for advice and support when required</li> <li>• Call 999 in an emergency</li> </ul>				
<p>Injury to staff from pupil if Liam accesses drivers seat/area. Releasing hand break.</p>	<p>Staff team Liam Public Driver</p>	<ul style="list-style-type: none"> <li>• 3:1 support</li> <li>• Team and driver mindful not to park on a slope</li> <li>• Seek additional support when necessary</li> <li>• Follow agreed strategies</li> </ul>				

		<ul style="list-style-type: none"> <li>• Keep in contact with senior managers to inform and seek advise</li> <li>• Finish activity as appropriate</li> <li>• Driver must remove keys from ignition once stopped</li> <li>• Staff should prioritise keeping hand break on if unable to remove Liam from driver's seat/area</li> <li>• Activity will only go ahead if deemed safe by those supporting Liam</li> <li>• Staff member position self in front of drivers cab when Liam is getting on and off bus as a deterrent</li> </ul>				
Glass or ceramic (bowls, plates, mugs)	Liam Staff team Other Children	<ul style="list-style-type: none"> <li>• Continuously RA what is around Liam</li> <li>• If glass is smashed, staff should keep a safe distance from Liam (if appropriate) as Liam can throw glass</li> <li>• Reassure Liam that staff will clean up the mess and redirect</li> <li>• Remove any other items that can smash/shatter, especially those the same material.</li> <li>• Be aware of fire alarms – staff position themselves in front of fire alarm to block Liams view (if safe to do so).</li> </ul>				
Absconding	Liam Other children	<ul style="list-style-type: none"> <li>• The yard will do daily checks that the yard gates are securely locked.</li> <li>• Staff will double check gates if we predict Liam will try to leave the yard – Liam may stand at</li> </ul>				

		<p>the mud kitchen and throw his bottle out of the yard before looking at the gate</p> <ul style="list-style-type: none"> <li>- Staff can reassure Liam that they will go out the gate and get it if he stands back and does "good waiting"</li> <li>• Staff standing near fire exit gate (if appropriate) when Liam is kicking or head butting the fence area.</li> <li>• 3:1 staff</li> <li>• Call mum</li> </ul>				
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Manager's name		Signature	
Date		Assessment review date	

**Are other specific risk assessments required?**

Asbestos  
 Electricity  
 Manual Handling  
 Personal Protective Equipment  
 Work Equipment

<input type="checkbox"/>	Control of Substances Hazardous to Health
<input type="checkbox"/>	Fire Safety
<input type="checkbox"/>	New and Expectant Mothers
<input type="checkbox"/>	Stress Management
<input type="checkbox"/>	Workplace Health, Safety and Welfare

<input type="checkbox"/>	Display Screen Equipment
<input type="checkbox"/>	Lone Working
<input type="checkbox"/>	Noise
<input type="checkbox"/>	Vibration
<input type="checkbox"/>	Working at Height

<input type="checkbox"/>
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