

CAPACITY RISK ASSESSMENT FORM

SERVICE AREA: EDUCATION

SECTION/LOCATION: Westfield School

NAME OF ASSESSOR: T.Deakes (Head)/M.Ware (CofG)

DATE OF ASSESSMENT: June 2023

FREQUENCY/DURATION: until successful recruitment ensures full staff capacity

Background:

Westfield School is a primary special school designated to meet the complex special educational needs of pupils with Communication and Interaction difficulties. The vast majority of pupils have a diagnosis of Autism and a variety of associated conditions which affect their sensory processing, ability to verbally communicate wants and needs and co-ordination difficulties. Some children also have additional medical needs or difficulties related to SEN outside of the Communication and Interaction difficulties category (e.g. diabetes, visual or hearing impairment). The vast majority of pupils are at a level of development which requires adults to co-regulate their arousal to prevent distress or “over-excitement”.

The planned pupil number in September 2023 is 77. This would require 31 classroom-based staff. Despite running recruitment advertising continually over the course of this year, we still experience a number of vacancies. The shortage of therapists has also meant that the vast majority of therapy input is delivered as classroom-based intervention or therapy assistant led intervention, supported and overseen by a therapist.

While the Senior Leadership team can cover some short-term absences for staff illness, covering known vacancies due to recruitment difficulties is not possible without dereliction of other statutory duties and a detrimental effect on their own welfare through excessive workload.

In the academic year 2022-23, staff shortages have meant that, in practice, there is an inadequate staff level to quickly and immediately support children to regulate their arousal levels across the day. The higher than usual levels of dysregulation have caused:

- an increase in injuries to staff from pupils above the usual level
- an increase in peer to peer injury above the usual level
- an increase to significant damage to property above the usual level

Staff shortages also mean an increase in workload despite reducing tasks to statutory requirements only necessary for effective teaching and learning, safeguarding and other education based statutory requirements. This increased workload has meant that staff have experienced higher than usual illness rates, especially towards the end of half terms and terms when they are tired and run-down.

Westfield School maintains its strong commitment to safeguarding the welfare and safety of all pupils and staff through maintaining a quiet, calm and purposeful learning environment where pupils can receive the support they need at a level that ensures their regulation and access to a needs-relevant curriculum.

What are the Hazards?	Who Might be harmed and how? (Who is at special risk?)	What are you already doing? (Current Control measures, including those for people at special risk)	What further action is necessary? (Further Control Measures)	Action by whom	Action by when	Done	Risk Factor taking all controls into consideration		
							Likelihood	Severity	Risk Level
Injuries to pupils due to child dysregulation: Bites Kicks Slaps Punches Trips	pupils	- All pupils have bespoke risk assessments and best practice plans to support staff in maintaining regulation. Staff have personal responsibility to ensure they know and act on the plans in place. - All staff receive training and support to maintain regulation of pupils and de-escalate situations which present risk. - All staff receive TEAMTEACH training from an external trainer who regularly visits Westfield to ensure practice is good quality and safe. Retraining / top up training to individual staff as required. - Sensory inputs known to be successful used when needed to support regulation of individual pupils. - Curriculum and timetable designed with pupil needs at centre to ensure as many causes of dysregulation as possible are reduced or pre-empted. - Visual aids used to support child(ren) throughout the day to reduce triggers of dysregulation and anxiety. - Where appropriate to child level of development, visual debrief of incident as learning to prevent future repeat incidents. - Low arousal approach embedded in classrooms and transition points of day.	- Continue recruitment via adverts, social media and agencies 2 x termly staff meeting training re responding to dysregulation to ensure staff can collectively problem solve and maintain confidence. - Occupational Therapists to review best practice plans with classroom staff in 8.30a.m. sessions. - In classes of high complex needs pupils where there are staff vacancies and persistent and frequent episodes of dysregulation, reduced attendance to be put in place until adequate staff:pupil ratios. - Staff meeting to reinforce routines to maintain low arousal and calm transitions e.g. walking in corridors, ending playtime - Formal weekly monitoring of accident and incident forms	Head Everyone	Begin Sept 23 then ongoing		3	2	6
				OT and class staff	Begin Sept 23 then ongoing				
				Head and CoG	Begin Sept 23 then ongoing				
				Everyone					
				HEAD/SLT					

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Injuries to staff due to child dysregulation Bites Kicks Slaps Punches Trips Hair pulls Pinches Strains / sprains Bangs to head	Staff	- All pupils have bespoke risk assessments and best practice plans to support staff in maintaining regulation. Staff have personal responsibility to ensure they know and act on the plans in place. - All staff receive training and support to maintain regulation of pupils and de-escalate situations which present risk. - All staff receive TEAMTEACH training from an external trainer who regularly visits Westfield to ensure practice is good quality and safe. Retraining / top up training to individual staff as required. - Sensory inputs known to be successful used when needed to support regulation of individual pupils. - Curriculum and timetable designed with pupil needs at centre to ensure as many causes of dysregulation as possible are reduced or pre-empted. - Visual aids used to support child(ren) throughout the day to reduce triggers of dysregulation and anxiety. - Where appropriate to child level of development, visual debrief of incident as learning to prevent future repeat incidents.	- Continue recruitment via adverts, social media and agencies 2 x termly staff meeting training re responding to dysregulation to ensure staff can collectively problem solve and maintain confidence. - Occupational Therapists to review best practice plans with classroom staff in 8.30a.m. sessions. - In classes of high complex needs pupils where there are staff vacancies and persistent and frequent episodes of dysregulation, reduced attendance to be put in place until adequate staff:pupil ratios. - Staff meeting to reinforce routines to maintain low arousal and calm transitions e.g. walking in corridors, ending playtime - Formal weekly monitoring of accident and incident forms	HEAD (SLT) Everyone OT and class staff HEAD (SLT) COG Everyone HEAD/ SLT	Begin Sept 23 then ongoing Begin Sept 23 then ongoing Begin Sept 23 then ongoing		3	2	6

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Damage to property	Pupils and Staff	- All breakable objects not related to immediate learning out of reach/ out of classroom. - All fixtures and fittings meet required safety standards. - Staff alert to H&S risks and abide by low risk approach. - See above 2 risks for measures to ensure regulation of pupils.	- Continue recruitment via adverts, social media and agencies 2 x termly staff meeting training re responding to dysregulation to ensure staff can collectively problem solve and maintain confidence. - Occupational Therapists to review best practice plans with classroom staff in 8.30a.m. sessions. - In classes of high complex needs pupils where there are staff vacancies and persistent and frequent episodes of dysregulation, reduced attendance to be put in place until adequate staff:pupil ratios. - Staff meeting to reinforce routines to maintain low arousal and calm transitions e.g. walking in corridors, ending playtime	HEAD, COG Everyone OT HEAD (SLT) COG HEAD	Continuou s		3	1	3

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Stress, health and well-being (pupils) shown as: - Reduced attendance or withdrawal from engagement - Higher persistent dysregulation preventing access to curriculum and social spaces - Slower progress in personal development, communication, social skills and academic skills - Dysregulation at home pre or post school day.	Pupils and families	- Staff trained in supporting needs range of pupils - Positive relationships between staff and pupils continuously worked on - Regulation support as above - Quiet time in appropriate spaces seen as a positive for pupils to access to ensure stress does not become permanent state - Close monitoring of pupil progress and well being by staff and SLT - Visual aids to support pupils in identifying how they feel and communicating to staff	- Formalised Interoception curriculum embedded to reinforce practice, further additional training for staff (to promote pupils' own ability to recognise signs of stress and anxiety in their bodies) - In classes of high complex needs pupils where there are staff vacancies and persistent and frequent episodes of dysregulation, reduced attendance to be put in place until adequate staff:pupil ratios.	OTs and Everyone HEAD/COG	Sept 23 then ongoing		3	1	3

BCC Health and Safety Policies and Procedures
Section 2.1: Risk Assessment
Capacity Risk Assessment June 2023

Stress, health and well-being (staff) shown as: • Work related anxiety • Reduced engagement in pupil interactions • Increased illness • Disorganised in working practice • Work related depression • Diminished capability in discharging duties	Staff	• Staff have personal responsibility to plan their day realistically and communicate problems with manager. • Regular informal 1:1 check ins with SLT for all staff, with Head for SLT, with CoG for Head • Workload focused on meeting statutory requirements and quality of teaching and learning. • “nice to have” non-curricular activities reduced e.g. trips and visits, parent workshops • Workload monitored (informally continuously) • Staff debriefs available • Open door policy for staff to see SLT whenever required, Base Lead Teachers or Senior LSA • HELP employee assistance available to all employees (details in staff room or available from office/SLT) • Well being survey for staff, with favoured support/activities outside of school for team maintenance and morale. • Specific further risk assessment of individuals if necessary. • Training in stress management avoidance available • Referrals to Occupational Health where appropriate	In classes of high complex needs pupils where there are staff vacancies and persistent and frequent episodes of dysregulation, reduced attendance to be put in place until adequate staff:pupil ratios. Recruit new Senior LSA	HEAD (SLT) Everyone	ongoing		3	2	6
Failure to meet all statutory requirements of EHCps: Pupils make insufficient progress in reducing barriers presented by their SEN.	Pupils	• Therapeutic input well embedded in classroom practice so Speech and Language and Occupational Therapies intervention already exceeds EHCp delivery. • Assess-Plan-Do-Review (APDRS) in place to identify and deliver necessary provision	Continue to try to secure more therapist hours	HEAD/MD monitor Everyone	ongoing		2	1	2

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		for short term target setting and review. Continuous review method used. - Specialist Support Workers employed full time to support intervention delivery. - Staff trained by therapists and external providers to ensure staff knowledge, skills and understanding is sufficient to meet needs of pupils in their class. - Therapist time solely focused on working with pupils and staff. Report writing for Year 5 transfer reviews and contributing to multi-professional team report for all other annual reviews.							
Fire	All	- Termly evacuation drills - Fire Alarms tested weekly - Emergency equipment maintained and serviced annually, e.g. fire alarms, extinguishers, Evac chairs - Housekeeping and Inspections - Fire Risk Assessments undertaken - PEEPs undertaken for individual pupils as necessary - Fire Wardens trained to ensure school areas are cleared - PAT Testing of electrical equipment	Ongoing drills Housekeeping Monitor of equipment Reduced attendance where necessary to ensure appropriate staff:pupil ratios for evacuation.	Everyone					

Control Measures Acceptable Yes

Revision date:

SIGNED OFF BY:**DATE:**

Further controls need to be in place and monitored as satisfactory before finally signing off this assessment

KEY:

Likelihood of hazard happening:

Low, highly unlikely to happen = Score 1

Medium, unlikely to happen = Score 2:

High, likely to happen = score 3

Overall Risk = Likelihood x Severity: -

Score: 6 & 9 = High, urgent action required

Score: 3 & 4 = Medium, action to an agreed timetable

Score: 1 & 2 = low, or tolerable risk no action may be required

Severity:

Slightly Harmful, Score 1

e.g. superficial injuries; minor cuts and bruises; eye irritation from dust; nuisance and irritation; ill-health leading to temporary discomfort; minor psychological effect

Harmful Score 2

e.g. lacerations; burns; concussion; serious sprain; fractures; deafness; dermatitis; asthma; work-related upper limb disorders; ill-health; significant psychological effect

Extremely Harmful Score 3

e.g. amputations; major fractures; poisonings; multiple injuries; fatal injuries; occupational cancer; other severely life shortening diseases; acute fatal diseases; serious psychological effect