

Lonsdale School: Risk Assessment Form

Risk Assessment Title	High temperatures and humidity					
Summary	<p>To consider the impact of high daytime temperatures</p> <p>To consider the school environment.</p> <p>To consider daily school activities.</p>	Risk Matrix:		Severity The worst harm you'd reasonably expect		
Purpose of this risk assessment	To consider the health and safety of students and staff attending the school/workplace			Minor Up to 3 days off work	Serious Cannot work or do normal activities for over 3 days.	Major Permanent injury, illness or death.
Supporting documents	<p>Health and Safety Policy</p> <p>Facilities Management responsibilities and procedures</p> <p>Job descriptions (staff)</p> <p>Individual risk assessments (staff)</p> <p>Moving and handling assessments (students)</p> <p>Health Care Plans (students)</p> <p>School Care Plans (students)</p> <p>Postural Management Plans (students)</p>	Likelihood of the worst reasonable harm happening.	Risk Ratings			
			Highly Unlikely	Trivial	Low	Medium
			May Happen	Low	Medium	High
Likely	Medium	High	Intolerable			

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What are the hazards?	Who might be harmed and how?	What are you already doing?	What is the risk?	What extra action is necessary?	Action by whom?	By When?	What is the new risk?	Actions Done (✓)
Accessing outdoor areas in very hot weather	students staff	<p>Timetable adjusted to ensure students do not take part in vigorous physical activity during lessons or social times.</p> <p>Rules on school uniform relaxed.</p> <p>Time outdoors limited to 20 minutes and kept to shaded areas.</p> <p>Children must be provided with plenty of cool water and encouraged to drink more frequently. Water supplied from the cold tap is adequate for this purpose.</p> <p>Liaison between parents and health professionals for children who have water bolus.</p>	<p>Severity Major</p> <p>Likelihood May Happen</p> <p>Risk Rating High</p>	<p>Avoid areas in direct sunlight Shaded areas available Canopies available</p> <p>Loose, light-coloured clothing should be worn to help children keep cool. Hats to be worn</p> <p>Where appropriate, students are encouraged to have drink bottles provided from home.</p> <p>Water/fluid must be readily available throughout the day</p> <p>School Clinical Care Worker (CCW) team will adhere to amendments to student enteral feed plan such as water bolus as agreed between parent/carer, school leadership and health professionals.</p>	<p>Staff/students</p> <p>staff parents/carers</p> <p>Parents/carers</p> <p>Parents Head of Support and Student Care /health professionals Senior CCW CCW team</p>		<p>Severity</p> <p>Serious</p> <p>Likelihood May happen</p> <p>Risk Rating Medium</p>	

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Indoor areas	Pupils Staff	<p>Windows and other ventilation openings should be opened during the cool of early morning to allow stored heat to escape from the building. Windows and door openings should not be closed, but their openings reduced when the outdoor air becomes warmer than the air indoors.</p> <p>Reduce the use of electric lighting to a minimum during high temperatures/heatwaves.</p> <p>All electrical equipment, including computers, monitors and printers should be switched off when not in use and should not be left in 'standby mode' as to do so, generates heat.</p>	<p>Severity serious Likelihood May happen Risk Rating Medium</p>	<p>EQUANS site team to unlock and prop open doors leading to internal courtyards each morning, prior to the start of the school day.</p> <p>Fire doors must not be propped open.</p>	<p>Severity Serious Likelihood May happen Risk rating Medium</p>		<p>Severity Likelihood Risk Rating</p>	
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What are the hazards?	Who might be harmed and how?	What are you already doing?	What is the risk?	What extra action is necessary?	Action by whom?	By When?	What is the new risk?	Actions Done (√)
Individual health needs Disability Medication	Students Heat intolerance/hyper sensitivity to heat Heat exhaustion Dizziness Fainting Confusion Nausea vomiting	Individual NHS Health Care Plan Individual School Care Plan Individual Moving and Handling Plan Individual Postural Management Plan	Severity major Likelihood May happen Risk Rating High	Refer to measures outlined above.	Staff Parents/ca rers		Severity Serious Likelihood May Happen Risk Rating Medium	

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<p>Frequent exposure to high temperatures when supporting personal hygiene/care</p> <p>Mechanical ventilation (air circulation) in student accessible toilet areas</p> <p>Individual health needs</p> <p>Supporting students care needs throughout the day</p> <p>Supporting students postural management throughout the school day</p> <p>Moving and handling</p> <p>Frequency of physical activity</p> <p>Frequency of moving and handling</p>	<p>Staff</p> <p>Heat exhaustion</p> <p>Dizziness</p> <p>Fainting</p> <p>Confusion</p> <p>Nausea</p> <p>Vomiting</p> <p>Reduced concentration</p> <p>Increased risk of error and injury</p>	<p>Fans provided</p> <p>Rest areas</p> <p>Cold water dispensers</p> <p>Individual risk assessment</p> <p>Morning comfort break</p> <p>Lunchtime comfort break</p> <p>Access to cold water throughout the day.</p>	<p>Severity</p> <p>Major</p>	<p>Reduce physical activity</p> <p>Reduce frequency of moving and handling</p> <p>Reduce frequency of postural management programme</p>						
			<p>Likelihood</p> <p>likely</p>							<p>Severity</p> <p>Serious</p>
			<p>Risk Rating</p> <p>Intolerable</p>							<p>Likelihood</p> <p>Likely</p> <p>Risk Rating</p> <p>High</p>

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Prolonged time spent in supported seating eg: wheelchair	<p>Students Individual health needs</p> <p>Physical discomfort</p> <p>Pain</p> <p>Sweating</p> <p>Overheating</p> <p>Impact on breathing</p> <p>Muscle tightness</p> <p>Pressure sores</p>	<p>Students personal care needs will be attended to.</p> <p>Health guidelines (OT/PT) recommend wheelchair users be seated for no more than up to 3 hours without a change of position</p> <p>(return to school document guidelines)</p>	<p>Severity Major</p> <p>Likelihood likely</p> <p>Risk rating intolerable</p>	<p>moving and handling – clear communication and explanation to be sent to parents/carers</p> <p>postural management programme – clear communication and explanation to be sent to parents/carers</p>				

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Complex developmental conditions	<p>Students Repetitive behaviours Distress caused by changes to routine Overheating Heat exhaustion Fatigue Dizziness Nausea vomiting</p>	<p>Social stories to assist with changes to routine Social story to support the impact of wearing excessive clothing during very hot weather</p>	<p>Severity Major Likelihood May happen Risk rating High</p>	Review of timetabled activities				
Ineffective air cooling system	<p>Heat exhaustion Dizziness Fainting Confusion Nausea Vomiting Reduced concentration Increased risk of error and injury Individual health needs Physical discomfort Pain Sweating Overheating Impact on breathing Muscle tightness Pressure sores</p>	<p>Fans provided Rest areas Cold water dispensers Individual risk assessment Morning comfort break Lunchtime comfort break Access to cold water throughout the day. Reduce physical activity Reduce frequency of moving and handling Reduce frequency of postural management programme</p>		<p>EQUANS to carry out twice daily temperature checks (am and pm) of classrooms and other areas within school. Results to be forwarded to School Leadership each day. Air cooling system to be adjusted as required and set on 24 hours.</p>				

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Activities generating heat such as; cooking	Heat exhaustion Dizziness Confusion Nausea Vomiting Reduced concentration Risk of error and injury Difficult behaviours	Lesson plans will be adjusted.		Heat generating appliances such as ovens and hobs will not be used during lessons				
Offsite visits	Heat exhaustion Dizziness Confusion Nausea Vomiting Reduced concentration Risk of error and injury Difficult behaviours	All previously approved visits will be reviewed.		No offsite visits to take place prior to being discussed and approved by AMO/AS				
Overcrowded areas such as the dining room	Heat exhaustion Dizziness Confusion Nausea Vomiting Reduced concentration Risk of error and injury Difficult behaviours	Reduction in the number of persons using the dining room EQUANS site team to unlock and prop open doors leading to internal courtyards each morning, prior to the start of the school day.						

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Risk Assessment Checklist:	Yes	No
<p>Is the risk assessment of adequate quality? (Clear English, enough detail, avoids ambiguous words and phrases, uses committed words like 'will' rather than 'should')</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Does it include all significant hazards (Rather than lumping all hazards together on one line?)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Were you able to involve interested parties enough? (Such as families, advocates, care managers – especially if there are controversial decisions)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Do you agree with all the actions and guidelines?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Are actions and guidelines based on the <i>hierarchy of controls</i>? (Trying to avoid the hazard first, then considering safe place controls and then safe people controls as a last resort)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Have risks been reduced to the lowest level reasonably practicable?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Were you able to explain this risk assessment to all staff at risk?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>If this risk assessment concerns a person you support, does it encourage them to take risks in a controlled way? (Being innovative and finding less risky ways to enable?)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Were you able to explain the actions to the person(s) you support?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Were you able to give them opportunity to appeal against the actions?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Is the person able to consent to <u>all</u> actions in this risk assessment? If 'No', do these actions amount to a 'Significant Decision' under the Mental Capacity Act? If so, have you evidenced that the actions are in the person's best interests? And where is this documented?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>If this risk assessment refers to related documents, have you updated these documents in the light of any new actions?"</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Have you received risk assessment training in the last three years</p>	<input type="checkbox"/>	<input type="checkbox"/>

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Author(s)	Date of issue	Signature(s)
Anne Smart	12/6/23	

SLT agreement – Name(s)	Date & signature(s)
Annemari Ottridge	12/6/23
Anne Smart	12/6/23
Chandra Green (VCG)	12/6/23

Staff agreement – Name(s)	Date & signature(s)

Review date	Date & signature(s)

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