Risk Assessment Policy and Practice

January 2024

Review January 2025

Aims

The aim of this policy is to set out expectations about assessing risk within the Exceptional Ideas Ltd. organisation. The nature of work undertaken by the organisation requires all staff to understand how to assess risk through our formal processes and informally when undertaking direct work with students.

This policy is a guide to our formal risk assessment procedures and informal risk management. The Appendices contain the forms required.

General Principles

Exceptional Ideas Ltd. consider comprehensive risk management to be crucial in maintaining the safety of the students and staff alike. We use a cyclical approach using the key stages of Assessment, Planning, Implementation and Evaluation. It is expected that Risk Management is undertaken by all staff and that all involved agencies should be participating in assessing risk. This results in a unified plan. Adherences to DfE and legal requirements are integral to this policy. This policy should be read in conjunction with the school's Health & Safety Policy and school Fire Risk Assessment.

Roles and Responsibilities

The Directors of Exceptional Ideas Ltd. ultimately hold responsibility for overseeing the Risk Management process. Any activities or issues that relate to risk should be discussed with one of the company Directors and any significant events must be recorded in the students' files and brought to the attention of one of the directors as soon as is possible. It is expected that all staff will familiarise themselves with the contents of formally assessed risks as detailed in the process below.

Directors will scrutinise all risk assessment changes before they are uploaded to the cloud information system. Parents are shared the outcome reports on risk management following each 10-weekly review.

Risk assessments will be scrutinised and reviewed by a director following each incident reported.
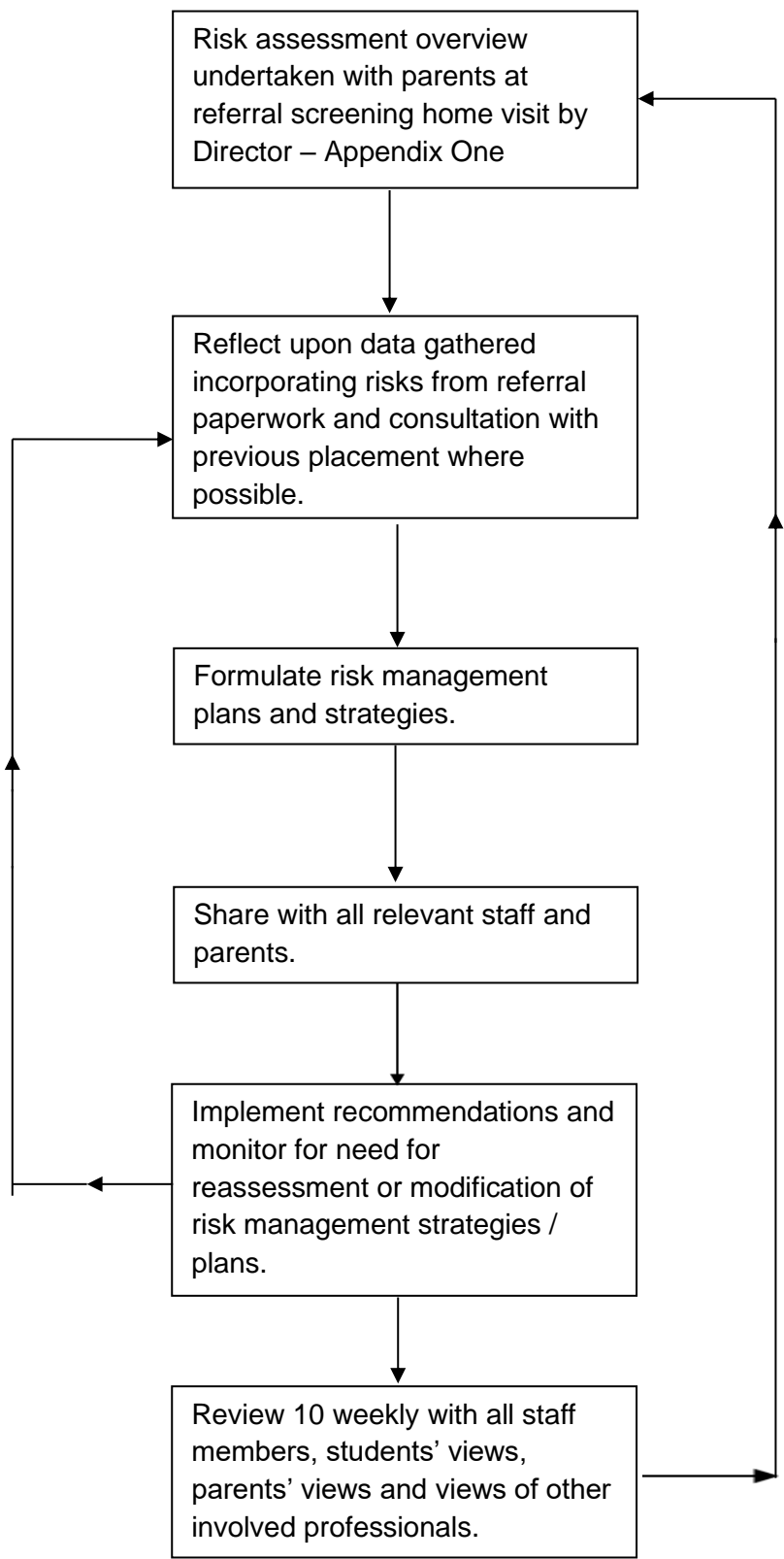
1.1 Risk Overview

Following receipt of referral to Exceptional Ideas Ltd. The Therapeutic lead will contact the family to undertake a formal Dynamic Risk Assessment.

Once complete, the Director will liaise with other involved professionals to ascertain their views of risk levels. These views will then all be amalgamated to produce the completed risk assessment overview paperwork.

This paperwork will be used to inform all Exceptional Ideas Ltd. staff of their role in maintaining safety and for preventing risk for the young person concerned.

Flow chart – Risk Assessment Overview process

Risk assessment overview undertaken with parents at referral screening home visit by Director – Appendix One

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Reflect upon data gathered incorporating risks from referral paperwork and consultation with previous placement where possible.

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Formulate risk management plans and strategies.

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Share with all relevant staff and parents.

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Implement recommendations and monitor for need for reassessment or modification of risk management strategies / plans.

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Review 10 weekly with all staff members, students' views, parents' views and views of other involved professionals.

1.2 Specific Activity Risk Assessment

Where specific activities deviate from what may be described as usual school activities an individual risk assessment will be undertaken to ascertain what risk may be present and to prevent any difficulties that may be present. This would also be used for full day school excursions. It is imperative that parents are involved in this risk assessment and that staff and parents' views are recorded on the appropriate form.

1.3 Work Experience Risk Assessment

A full risk assessment will be completed with the prospective employer in the workplace using the appropriate forms. Views of parents and staff will also be incorporated into this assessment. The student will then visit the workplace with a member of staff to ascertain the students view with regard to probable risks and implementation support plans will be written to agree steps needed to minimise risk. An assessment of risks in the workplace environment is also part of the process.

1.4 Home Visit Risk Assessment

A risk assessment for staff undertaking visits to the student's home will be completed by one of the company Directors. This will take on board guidance regarding home visits as stated in the therapeutic assessment and process. Staff will then agree any proposed steps deemed necessary prior to visiting the student's home.

1.5 Fire Risk Assessment

A fire risk assessment will be undertaken in line with DCSF and Health and Safety at Work legal guidance to ascertain measures needed to minimise risks for staff, students and visitors using the building. This assessment will be reviewed on a six monthly basis. Further guidance may be obtained in the Exceptional Ideas Ltd. Health and Safety Policy.

1.6 COSHH Assessment

A full assessment of the companies' buildings will be undertaken by the company Directors to ensure compliance with Control of Substances Hazardous to Health legal requirements. This will be reviewed on a six monthly basis and shared with all staff in weekly meetings.

1.7 Health and Safety Assessment

Health and Safety risk assessment is covered in the Exceptional Ideas Ltd. Health and Safety Policy. It is the responsibility of all staff to report any matters arising that may need intervention to the company Directors as soon as is practically possible.

1.8 Dynamic Risk Assessment

All staff at Exceptional Ideas Ltd. will participate in Dynamic Risk Assessment management and review for each student on roll at the School.

The risk assessment is derived from information gained during the induction period undertaken during the baseline assessment period.

The approach results in measurable risk that allows progress or deterioration to be tracked. The risk assessment will be reviewed 10 weekly by all staff. Staff in attendance at the review will be recorded on the risk assessment. Any absent staff should familiarise themselves with the reviewed content at the earliest opportunity and record that they have done so.

Review

This policy will be reviewed on an annual basis by the Exceptional Ideas Ltd. company Directors.

RISK ASSESSMENT
Level of physical intervention verses force continuum indicator

The colour codes and outcomes are the same as the BASELINE risk assessment. This tool should be used as part of critical incident review and consider any incident records to ascertain risks and responses, but also to highlight physical intervention needed in specific activities and environments, such as trips out of school, visiting speakers.
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Key to risk level

LIKELIHOOD	SEVERITY OF IMPACT
1 Extremely unlikely – Most unlikely to happen again	1. Insignificant – no harm to any person or item
2 Unlikely – Not expected to happen again but there is a possibility	2. Minor – minor harm has or could occur
3 Possible – May reoccur occasionally	3. Moderate – Significant harm has or could occur
4 Likely – Will probably reoccur but is not a persistent risk	4. Severe – severe harm as or could occur
5 Almost certain – A persistent issue	5. Profound – Major harm / serious injury has or could occur

Risk rating – The impact and likelihood scores need to be multiplied to give the risk rating

Assessed behaviour	1. Insignificant	2. Minor	3. Moderate	4. Severe	5. Profound
1. Extremely unlikely	1	2	3	4	5
2. Unlikely	2	4	6	8	10
3. Possible	3	6	9	12	15
4. Likely	4	8	12	16	20
5. Almost certain	5	10	15	20	25

Action table – this takes into consideration controls stated within risk assessment

Risk rate	Priority for action	Implication
below 4	Low	Activity / event has such a low risk that no further actions need to be considered for it to continue apart from set review periods
4 – 8	Medium	Action can continue with agreed controls in place and be reviewed for risk ratio within a 3 – 6 month timescale unless risks are elevated in the activity / event
9 – 12	High	Information and agreement sought must be shared with all key people to review situation before attempting again. May agree to continue with appropriate resource
13+	Very high	Immediate action and effective controls or cessation of activity / event must be implemented. May agree to continue with appropriate agreed resource

TYPE OF BEHAVIOUR	STAFF RESPONSE
CO-OPERATIVE - Responds to verbal persuasion	**Aim- to encourage co-operation** Be aware of proximity and the reactionary gap make good use of controlled distance staff presence dialogue – verbal persuasion – guiding hand
UNCO-OPERATIVE PASSIVE – The student is not responding to verbal directives but is not directly aggressive towards others/self/environment	**Aim – to encourage co-operation** Verbal persuasion Directives and boundaries Non-restrictive methods of intervention – break always and deflection and redirection
UNCO-OPERATIVE ACTIVE – The student is adopting active resistance. May use verbal or non-verbal methods of intimidation – may present with frustration linked outbursts of mainly non-physical distress and agitation.	**Aim – to further encourage co-operation** Need to give clear directives and boundaries Non-restrictive holds and break always and deflection First level escort techniques
ASSAILENT LEVEL 1 – The student is causing actual harm to self/others/environment of a serious nature	**Aim – to prevent damage and make safe the person(s) and environment involved** Consider withdrawal of self and others Request more human resource from immediate environment at that time Contain the situation. Adopt the use of restrictive holds Ensure enough staff present to safely manage (absolute minimum of 2)
ASSAILENT LEVEL 2 – The student is placing the life and limb of self or others at serious risk of jeopardy. Weapons may be involved – mental health difficulties paramount.	**Aim – to prevent damage and make safe the person(s) and environment involved** Consider withdrawal of self and others – request more human resource from outside of the immediate environment at that time. Consider withdrawal and contact police Contain the situation – adopt the use of restrictive holds Ensure enough staff present to safely manage (absolute minimum of 2)

Name of Student:

Date of assessment:

Behaviour action or event	Hazards to self and others and impact of hazards	When and where this can occur	Risk rating prior to controls	Agreed controls (include family, school, other agencies)	Current risk rating	Risk rating aim	Lone working issue Y/N
SUICIDE							
DELIBERATE SELF-HARM							
PHYSICAL HARM:							
Children							
Family							
Staff							
Arson							
Property							
Other							
SEXUAL HARM TO OTHERS							

Children						
Family						
Staff						
Other						
SELF-NEGLECT						
ACCIDENTAL HARM:						
Home						
School						
Other						
SUBSTANCE MISUSE:						
Alcohol						
Drugs						
Other						
PHYSICAL HEALTH PROBLEMS:						
Mobility						
Skin problems						
Acute illness						
Dietary						
Medication						
Chronic illness						
Epilepsy						
Allergy						
VULNERABILITY						
Physical						
Sexual						
Financial						
Risk from Carer/relative						
Non-compliance with treatment						
Absconsion						
Child Protection						
Environmental						
ENVIRONMENT						
Noise						
Smells						
Crowds						
Pets						
Hazards in the home						
Other family members						
Domestic facilities						
Study area						
Local area						

Road Safety						
Social Media						
INTERNET SAFETY						
Protection of personal information						
Viewing of illegal content						
Storage of illegal content						
Sharing of illegal content						
Sexting						
SPIRITAL,MORAL, SOCIAL AND CULTURAL UNDERSTANDING:						
SPIRITUAL DEVELOPMENT						
Ability to be reflective about their own beliefs (religious or otherwise), and perspective on life						
Knowledge of, and respect for, different people's faiths, feelings and values						
Sense of enjoyment and fascination in learning about themselves, others and the world around them						
Use of imagination and creativity in their learning						
Willingness to reflect on their experiences						
MORAL DEVELOPMENT						
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England						
Understanding of the consequences of their behaviour and actions						
Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues						
SOCIAL DEVELOPMENT						

Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds						
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively						
Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain						
CULTURAL DEVELOPMENT						
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others						
Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain						
Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities						
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain						
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities						

Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities						
Acceptance of difference and diversity: protected characteristics *disability *age *gender reassignment *marriage and civil partnership *pregnancy and maternity *race *religion or belief *sex *sexual orientation						
Racism						
Colour Prejudice						
Xenophobia						
Acceptance of difference and diversity						
Understanding of right and wrong						
Other persons point of view						
Engage with social activities inside school						
Engage with social activities outside of school						
Cultural events						
School Activities						
RSHE						
Have any RSHE lessons been missed in this 10 week period?						
RISK TO STAFF						
Physical						
Sexual						
Financial						
Other						
MANUAL HANDLING						

Signed by all staff on: (date)	
KNOWN TRIGGERS:	
TRIGGERS WITHIN THE CURRICULUM:	
ADDITIONAL INFORMATION	