



Risk Assessment Policy and Practice

March 2026

Review March 2028

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

The director 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-week review.

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

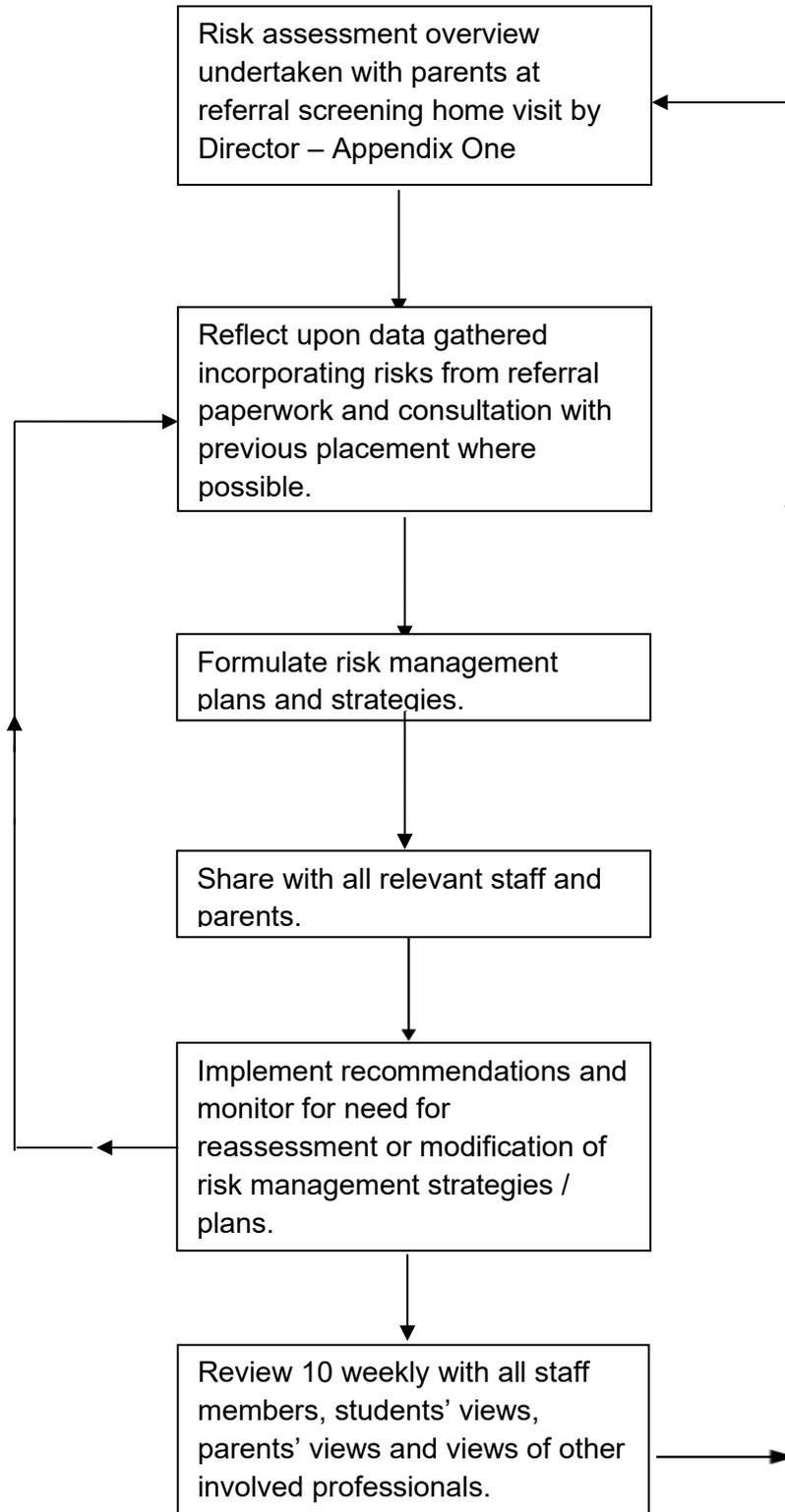
1.1 Risk Overview

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 on 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 preventing risk for the young person concerned.

Flow chart – Risk Assessment Overview process



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 and added to the dynamic risk assessment to ascertain what risk may be present and to prevent any difficulties that may arise. 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 student's view with regard to probable risks, and implementation support plans will be written to agree on the 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 the person completing the initial risk assessment (see Appendix 1). This will take on board guidance regarding home visits as stated in the therapeutic assessment and process. Staff will then agree on any proposed steps deemed necessary prior to visiting the student's home.

Managing safeguarding during induction or when a student is being taught as part of an outreach programme

We are required to visit students in their own homes when they are participating in an induction process and when a student is being taught in their own home rather than at school. This may be because they are refusing or are unable to attend school, or because they have been temporarily moved to being taught at home for a reason relating to their current risk assessment.

It is important that when we make visits to students' homes, we ensure that both the student and we are safe from harm. We do this by:

1. Ensuring that an adult is always present when we meet with a student. You should never enter a student's home without another adult being there
2. Using the dynamic risk assessment (see Appendix 2) and making sure that all staff are aware of what is documented on this.

However, there may be incidents that occur that are outside of the identified risks listed on the risk assessment. To assist you in managing these, here is some information to help you to understand what you should do in certain scenarios.

Safeguarding incidents such as inappropriate contact, touching of a staff member by a student or family member, presence of drugs, drug paraphernalia or weapons and any kind of aggression (verbal or physical) should be reported using the same process we use in schools, i.e. discussion with Deputy DSL and completion of a CP record of concern form.

There is only one type of potential incident that should be managed differently:

You arrive and there is screaming and shouting coming from inside the house

1. Add a message to the WhatsApp chat to update on the situation.
 - a) You don't need to give too much detail; consider confidentiality where possible.

- b) Make sure that you add a 123 number for yourself.
 2. Is this covered in the risk assessment?
 - a) Follow advice on risk assessment.
 - b) progress to 3 if not on risk assessment.
 3. Is a child at risk of harm? (This could include a sibling – we have a duty to safeguard all children).
 - a) If yes, call the police.
 - b) If no, ask for a call to be made to the home to alert them to your presence.
 4. Welfare check (this can be done in three ways).
 - a) If the police have been called, they will do this.
 - b) If you feel it is safe to enter the home to continue the planned visit.
 - c) If you do not feel it is safe to enter, you can ask to see the student and remain outside of the home.
 5. Continue with your planned visit, communicating intentions on WhatsApp.
- Or
6. Leave and return to school, again, communicating your intentions on WhatsApp.

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 from Exceptional Ideas Ltd's Health and Safety Policy.

1.6 COSHH Assessment

A full assessment of the company's buildings will be undertaken by the company Directors to ensure compliance with the 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 Exceptional Ideas Ltd's 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 a biannual basis by the Exceptional Ideas Ltd. company Director. Next review March 2028.

Appendix 1

		Surname: _____	
Home Visit Risk Assessment Tool		Given Name: _____	
Risk assessment completed with parent/carer	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Parent Carer has consented to the home visit	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Type of residence:	<input type="checkbox"/> House	<input type="checkbox"/> Caravan Park	<input type="checkbox"/> Other
ENSURING ACCESS TO PROPERTY AND PARENT/CARER	No	Yes	All Yes responses require further information/action
1. Are the street signs or property numbers hidden from view?			
2. Is the house hidden from the street?			
3. Is parking on the street/in driveway difficult?			
4. Is the gate difficult to open?			
5. Are there uneven/dangerous paths leading to the house?			
6. Are there any dangerous or slippery steps?			
7. Does the parent/carer have difficulty opening the door?			
8. Does the parent/carer need to have another person present?			
9. Does the parent/carer have any religious or cultural considerations? E.g. male/female preference.			
ANIMALS / PETS			
10. Any animals with open access to the front of the property or inside the house?			
OCCUPANTS			
11. Is it likely that any people in the home will be smoking or drinking alcohol during our visit?			
12. Is there known substance abuse amongst people who may be present?			
13. Does the parent/carer or other people in the home have a history of actual or threatened violent or aggressive behaviour?			
HAZARDS			
14. Are there any known weapons or guns in the house?			
15. Remote area (>30 minutes form staff base)?			
16. Is there difficulty with mobile phone reception and/or working landline?			
17. Any additional hazards identified?			
Outcome	Plan		
No risks identified	<input type="checkbox"/> Proceed with single staff home visit.		
Risks identified – discussed with director. Detail of rationale, decisions and actions taken:	<input type="checkbox"/> Proceed with single staff home visit. <input type="checkbox"/> Home visit to proceed with two or more staff. <input type="checkbox"/> Risk identified which precludes home visit as an option.		
Signature: _____	Name (please print): _____	Date: _____	

Appendix 2

**** Risk Assessment **. **. ******

Level of physical intervention verses forces continuum indicator

This tool should be used as part of the ten week review cycle and for incident review to ascertain risks and responses. It records progress from the start point of placement through to the end of the placement.

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 but is not a persistent risk	3. Moderate - Significant harm has or could occur
4. Likely - Will probably reoccur but is not a persistent risk	4. Severe - severe harm has 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

below 4	Low	Activity/event has such 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 timescales unless risk 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 of 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 - Student is not responding to verbal directives but is not directly aggressive towards others/self/environment	Aim to encourage co-operative Verbal persuasion Directives and boundaries Non-restrictive methods of intervention-break always and deflection and redirection
ASSAILENT LEVEL 1 - The student us causing actual harm to self/others/environment of a serious nature	Aim - to prevent damage and make safe the person(s) and environment involved Control 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)

Travelling in a school vehicle										
Public transport										
Specific places										
Specific places										
Specific places										
Other places										
Signed by all staff on:										

