



## The Lioncare School Risk Assessment Policy 2021-22

Policy Type and Title	Related Documents	Related Legislation and guidance	Author	Consultation	Curriculum Links	Date Created	Date for review
<p>Risk Assessment Policy</p> <p>Includes procedures for: The Risk assessment of daily levels of supervision The Behaviour management of individual children The Risk Assessment of Curriculum Activities in School The Risk Assessment of PE, Trips and Offsite Activities including College Placements and Work Experience</p>	<p>Safeguarding and Child Protection Policy</p> <p>The Safer Recruitment Policy</p> <p>The Online Safet Policy</p> <p>The Guide to Safer-Working Practices</p> <p>Health and Safety Policy Work Place Risk Assessment</p> <p>Policy for Positive Behaviour and Relationships</p> <p>The Lioncare Employee Handbook (V4)</p> <p>The Lioncare School Prospectus</p>	<p>The Independent School Regulations 2014(incl 2018 consultation)</p> <p>Keeping Children Safe in Education (2021) DfE</p> <p>Working Together to Safeguard Children (DfE 2018)</p> <p>The Children Act 1989</p> <p>Safeguarding Vulnerable Groups Act 2006 Health and Safety at Work Act 1974</p> <p>Health and safety Advice for Schools DfE 2014</p> <p>HSE School Trips and Outdoor Learning Activities 2011</p> <p>Statutory Guidance on making arrangements to safeguard and promote the welfare of children under section 11 of The Children Act 2004</p> <p>The PREVENT policy to counter radicalisation</p> <p>Current guidance on Child Sexual Exploitation</p> <p>Current guidance on Online-Safety</p> <p>—The Female Genital Mutilation Act (2003) Reporting of Female Genital Mutilation-procedural information 2015”</p> <p>The Ofsted publication “Safeguarding children, young people and adults policy 2015”</p> <p>Pan Sussex Child Protection and Safeguarding Procedures</p> <p>The UN Convention on the Rights of the Child 1989</p> <p>HSE_School Trips and Outdoor learning Activities (Tackling The Health and Safety Myths)</p> <p><a href="http://www.beem.org.uk/Services/170">http://www.beem.org.uk/Services/170</a> 2</p>	<p>Sara Fletcher</p>	<p>The Executive Team</p> <p>The Health and Safety Manager</p> <p>Adult team at The Lioncare School</p> <p>Children and Young People at The Lioncare School</p>	<p>All</p>	<p>V 1</p> <p>August 2013</p>	

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## Introduction

The Lioncare School believes that sound risk assessment is a tool for inclusion and allows our young people to access a rich and creative curriculum both on and off the school premises. Risk assessment is based on the five principles of risk assessment recommended by the HSE in the leaflet INDG163 (rev3),

Step 1 Identify the hazards

Step 2 Decide who might be harmed and how

Step 3 Evaluate the risks and decide on precautions

Step 4 Record your findings and implement them

Step 5 Review your assessment and update if necessary

**Aims:** The aims of this policy are

- To outline the specific procedures for risk assessment present in school
- To outline when procedures should be used
- To promote the idea of shared thinking and open communication being essential in day-to-day activities
- To outline the procedures for planning and implementing school trips and external activities
- To make clear the responsibilities for adults working in school

## Scope

It is not the scope of this policy to outline The Lioncare School's approach to General Health and Safety, Work Place Risk Assessment, Lone Working, Fire safety and Evacuation, COSHH, Manual Handling, First Aid and Safe Touch. These vital areas of work all have separately listed policies written annually. In addition, there is an overarching Lioncare Group Risk Assessment and Management Policy And Procedure that should be read in tandem with this policy and with The Lioncare School Safeguarding suite of policies: Safeguarding and Child Protection, Safe Recruitment, Guide to Safer Working Practice and Online Safety. The purpose of this document is to provide a comprehensive guide to the specific risk management issues present in school, including:

- The Risk Assessment of Daily Levels of Supervision

- The Behaviour Management of Individual Children
- The Risk Assessment of Curriculum activities in school
- The Risk Assessment of PE, Trips and offsite activities
- The Risk Assessment of College Placements and Work Experience

**This Policy Applies To:**

- All those directly employed by The Lioncare Group and who are in positions and roles that require them to interact with or work alongside or around or in proximity to the children in our care.
- All those indirectly employed by The Lioncare Group by virtue of being sub-contracted or commissioned and paid by The Lioncare Group to carry out work on behalf of The Lioncare Group and where such work causes them to interact with or work alongside or around or in proximity to the children in our care.
- All those working in partnership with The Lioncare Group in the form of voluntary work or student placements and where such work or activity involves interacting with or work alongside or around or in proximity to the children in our care.

**Responsibilities associated with this policy:**

All employees, whether they are 'front-line' engaged directly in the task of caring for, educating, and supporting the children in our care, or 'ancillary' (e.g., House Keeper, Maintenance Worker, Administrator etc.) are personally responsible for managing their own conduct in relation to following this policy. All employees are responsible for supporting their colleagues and co-workers to follow this policy. The Head Teacher is responsible for ensuring all those employed directly or indirectly or on a voluntary basis, or as a student placement are made aware of this policy and guidance, and for monitoring their safe and proper conduct whilst interacting with, or working with, or in proximity to the children in our care and for taking such action as necessary to prevent children being at the risk of harm due to an adult's failure to follow this policy and associated guidance. The Head Teacher is responsible for reviewing this policy at least annually and ensuring it remains fit for purpose.

All employees in The Lioncare Group have a responsibility to:

Take reasonable care of their own and others' health and safety

Co-operate with their employer as far as is necessary to enable compliance with the above duties

Carry out activities in accordance with training and instruction

Inform the employer of any serious risk

At The Lioncare School, employees achieve this by

- At all times sharing their thinking in a way that allows for a flexible, creative curriculum that exposes children to the managed risk necessary for their supported growth and development
- Undertaking and completing all necessary and essential administrative duties including recording and reporting and logging
- Attending to all risk management forms to the best of their ability in an open, collaborative and child centered manner
- Filling out forms correctly for activities that require this
- Staying up to date with legislation and guidance
- Informing colleagues and the Head Teacher and/or other senior staff of any risk that they perceive
- Taking action to reduce physical hazards in the environment
- Demonstrate good practice within the therapeutic education ethos of The Lioncare School to work with the behaviours and communications presented by children throughout their attendance at school

### **The Risk Assessment for Daily levels of Supervision**

The Lioncare School staffing model is for one teacher and one learning support assistant plus one further adult in class for each group of 4-5 children and young people. Young people who cannot manage to work in school with this level of supervision are not accepted without an agreed support package in place with their placing authority. This may mean that additional adults are sourced to support classes for set periods of time. Additional adults including The Head Teacher, School Administration Team, Pastoral Team and Senior Learning Support Assistant are also available to support classes in times of adult absence, or when ongoing risk assessment indicates that the

demands of the day may increase the need for additional supervision. Examples of this may include unscheduled transitions, significant dates and anniversaries, visitors to the school, unusual or disturbing world news, events or weather and the loss of members of the school or wider community.

Between 7.30 am and 8.45 am the Head Teacher (DDSL), or Senior team member (including The Assistant Director for Education and Learning) ascertains the anticipated levels of attendance for the day of both adults and young people. At 8.45 the school team receive a handover of the events of the previous evening and the morning so far for those children within Lioncare's residential services and from some families, as well as any scheduled plans for each base within The Lioncare Group. The team also discuss the plans for the school day. Adults from the team are then allocated across the time table to each class and activity.

If the day presents with unusual circumstances such as adult illness or a large number of meetings the Head Teacher or delegated other uses the Daily Risk Assessment Excel Calculator (Google Drive: Main the Lioncare School 16. Risk Management and Assessments 01. Daily timetable Risk Assessment) to ascertain whether levels of supervision are adequate or whether further controls are necessary. These controls and the associated plan for the day are presented to the staff team during the morning briefing and it is the responsibility of all staff present to highlight any concerns they have about risk and the need for further actions. If DSL and DDSL (s) are absent then the team are informed as to who is available and on call. If neither can be on call then DSL support will be sourced from across the Lioncare Group from a manager with sufficient Level 5 training. This will be organised in advance if the absence is planned. Examples of additional controls available to offset risk are

- Modification of the demands of the day

- Reduction in complex transitions

- Reallocation of adults from support functions to classrooms

- Requests to reallocate adults from work with the Lioncare Group's Therapeutic Children's Home to the school for some or all of the day

Any decision to reduce the number of hours in school for any individual child or group of children can only be made by the Head Teacher, or in her absence, the Delegated Other, in consultation with either an Assistant or Executive Director. In addition, it is a daily responsibility of the whole team at the school to be alert to situations of Lone Working. Guidelines for such situations are in The Lone Working Policy on the GDrive.

## **The Behaviour Support for Individual Children**

It is the nature of the children cared for, educated and supported by The Lioncare Group to present behaviour which challenges the adults working with them, and this includes levels of aggression and violence that can pose a serious risk to the child and to others. Some children have very limited understanding of the harm they can cause to themselves and others during periods of risk-taking and/or dangerous behaviour. All adults working for The Lioncare Group have the training for and understanding of this at the core of their practice, and the need to respond to such behaviours will occasionally over-ride any pre-existing written Risk Assessment or Safeguarding Risk Profile. Adult understanding of the way children present at any given time may necessitate a change in the number of adults considered necessary to provide appropriate levels of supervision, or temporary limits on access children have to certain equipment or facilities in school. Reflecting upon this will be part of the Risk Assessment and Risk Management process (i.e., review the assessment and update if necessary.)

All children have an Initial Impact Risk Assessment written by either the Head Teacher, Senior Pastoral Lead or a Class Teacher, depending on the circumstances of the child on entry to the school. This document uses the information provided preadmission to assess the risks associated with the child or young person, both for themselves and, crucially, in relation to the existing cohort within the school. This information is used to plan the support necessary for the child or young person's first weeks at school. When the child placed within Lioncare's residential provision is due to start at school the class teacher will ensure that they have a copy of the *Safeguarding Risk Profile* and the *Positive Behaviour Support Plans* written by the staff team in the Therapeutic Children's home in which the child is resident. The first document uses a risk matrix model to assess the risk across at least 25 domains of potentially harmful behaviour, citing evidence and the headline strategies for managing these. The second document provides a fuller breakdown of the individual triggers for harmful behaviours, the signs and indicators communicated by children through their behaviours that signal their own functioning and capacity to regulate, and the specific strategies in use to mitigate, diffuse or de-escalate behaviours or situations that may lead to harm. Where appropriate, and in relation only to those behaviours that are of the highest risk and there is no other measure to maintain the welfare of those involved this will include the details of how physical interventions may be applied.

When the child or young person is not resident within Lioncare it is the role of the teacher to write these plans, in partnership with other professionals involved in the care and support of the child or young person.

In all cases by the end of the 8-week baseline assessment period each child or young person should have versions of the documents in place that have been fully revised by the class teachers (or Head Teacher) that are fully in line with the evidence presented at school.

Each class teacher reviews both documents at least monthly as part of the Lioncare Live Monitoring process which ties together all plan objectives for individual children and young people. In addition, all staff have a duty to consider whether a review of either document is necessary after any incident of challenging behaviour and there are fields for the reporting and detail of this within the Incident reporting system on Behaviour Watch. Changes to risk assessment and management strategies for individuals should be discussed at daily team planning sessions and it is the responsibility of class teachers to disseminate this information. Substantive changes including those related to a child or young person's independence, decisions on whether to involve external agencies, plans to end the use of physical intervention, situations regarding lone working or those in response to a risk from those outside the school, including any related to the Prevent agenda, must be discussed with and agreed by the Head Teacher and/or the Assistant Director for Education and Learning. These would also be noted at our Safeguarding Monitoring Group.

The Head Teacher sends data on incidents of challenging behaviour to other managers across the organisation (and/or other relevant professionals) on a half termly basis for a shared review of patterns and trends. In this way the whole Senior Management Team of the Lioncare Group can contribute to safe and effective working around each child or young person. To be clear; all Risk Assessment and Risk Management documents variously used across all settings are 'live' working documents. They are essential tools for guiding and instructing us all in what we need to be doing and how we need to be thinking to control or reduce or minimise or mitigate against the potential or risk for that child to suffer avoidable harm. Discussion, review, and sharing of these documents and the information they contain should be ongoing: on a daily basis through handovers and de-briefings, on a weekly or fortnightly basis through team meetings, and at Management Meetings and in individual supervision and group (team) supervision.

Where feasible and appropriate, and dependent on their relative ability and levels of understanding, children and young people should be actively encouraged to be involved in, and contribute to their own Safeguarding Risk Profiles and Positive Behaviour Support Plans. Key work sessions are used to address specific issues raised through the Risk Assessment and Risk Management process, with in the aim of supporting the child to develop a growing sense of agency over their own actions and behaviours and life choices. Teachers also need to work with colleagues to set Key Performance Indicators for children and young people that allow them to learn about risk in all areas of life.

### **Incident Reports**

Any incident that involves violent, unsafe or concerning behaviour or which involves a child making a significant comment that may be indicative of either historical or contemporary abuse must be recorded on an incident form. Any accident or circumstance in which First Aid is applied must be recorded on an accident form. Both forms are on the Behaviour Watch management information system. Incident and accident forms are written by the adult most directly involved and are signed off by

the Head Teacher or Assistant Director for Education and Learning. The incident forms are used to review all risk assessment and management processes around children and young people. Incident forms are also used to record occasions of physical intervention, including restraint and incidents of bullying especially when it involves those with protected characteristics. Incidents where a child goes absent without permission, or is missing from school are also recorded here. All incident and accident form are sent by email to the Registered Manager of the children's home, case work or key work leads, foster parents, therapists and social workers, and other representatives of the placing authority agreed at admission. Where appropriate parents are also informed.

### **The Risk Assessment of Curriculum Activities in School**

Most classes and associated activities will be risk assessed through the normal planning, thinking and communication carried out by teaching teams as part of their day-to-day responsibility. This includes most art, design, technology, science and cooking lessons. Activities which fall outside of this may include, but may not be limited to:

- Science activities involving chemicals, open flames and sharp objects
- Craft or technology activities involving sharp objects, spray paint power tools and materials covered by COSHH regulations,
- Some cookery activities including sharp knives and open flames for some young people,

No activity from the above list, or any other activity which, **in the judgment of any member of the adult team** poses a medium to high risk of harm is permitted in school unless it has been risk assessed by a qualified person - it will be judgment of the Head Teacher, in consultation with Class Teachers, who this will be, and how the individual young people will be involved.

- If such an activity arises in the school day a member of the school management team must be informed, to give permission before any activity takes place
- The Head Teacher may permit the activity with necessary conditions
- The Head Teacher may permit an alternative or limited version of the activity.
- The Head Teacher may request a full written risk assessment.

- The Head teacher may limit the activity for children who's individual SGRPs and PBSPs show it is not safe for them to currently participate and create plans for their future inclusion.
- The Head Teacher may request that the individual child/children wishing to participate must be actively involved in the risk assessment process and sign an agreement on how they expect to keep themselves and others safe, before participating in an activity, as with Online safety agreement
- The Head Teacher may decide that no one present is qualified to give permission or carry out a suitable risk assessment and may direct that the activity is delayed until the correct people can be involved.
- The Head teacher may decide that adults need specialist training, input or guidance before being qualified to risk assess an activity, or engage in that activity.
- The Head Teacher may forbid the activity if it is felt unsafe to proceed.

In addition, all adults involved in the daily care and education of a child or young person have a duty to state if they feel a child is unable to safely manage any planned activity and communicate this to colleagues. In addition, adults who note repeated unsafe behaviours around curriculum activities must pass this to the teacher who will consider an update to the safeguarding risk profile.

#### **The Risk Assessment of PE, Trips and Off-Site Activities.**

The Lioncare School considers the community to be a rich and comprehensive resource for both academic and social and emotional learning. PE lessons happen off site twice a week and there is a whole school trip most Fridays. In addition, there are numerous ad hoc trips to the shops, the park and other local amenities. The benefit of learning outside of the classroom should not be unduly impacted on by a disproportionate approach to risk assessment and this is especially true of the children and young people who attend the Lioncare School, whose access to PE and offsite activities has been limited by their life experiences. The school does not run residential trips, overnight stays, trips abroad or those that involve adventure or extreme sports, where the risk of harm is considered beyond the resource of the school to manage. The school is aware of its responsibility to check that certain providers hold a license under the 2004 Adventure Activities Licensing Regulations. Parental Consent is sought on admission from local authorities and from any members of birth families that hold Parental Responsibility. All plans for trips are shared via handovers and via the relevant information on the Lioncare School's shared Google Drive.

#### **Informal/Low risk/Ad hoc trips off site**

E.g., Walk to shops, short class trip for park or beach, cooking ingredients, trip to home, for art materials, reward trip within Brighton and Hove

All activities that happen outside of the school premises must be subject to a risk assessment. Informal, low risk activities such as walking to the nearby shop for cooking ingredients should be verbally risked assessed by the staff member involved and at least one other colleague. Both adults should have full, up to date knowledge of the safeguarding risk profiles and positive behaviour support plans for all children and young people involved. The conversation should include the location of the trip, the people going, the purpose of the activity, means of communication, expected duration of the trip and any other consideration. The conversation should be used to check all thinking is secure and all appropriate measures are in place. A school manager must be made aware of the activity at the earliest opportunity. Everyone must be signed in and out of the building using the Lioncare School Messages Log. The main school telephone number and the school's administrative team are the first point of contact for any adult requiring support during any such offsite activity.

#### **Formal, planned trips and activities**

E.g., PE activities, Friday Educational activities, activity week trips, out of town reward trips. Other activities not classed as informal or low risk.

Most offsite activities, including PE sessions and Educational activities must be planned using an Educational Activity Plan Record and the person who completes this form is responsible for any subsequent risk assessments. When the post is filled this work is the responsibility of the school's Activity Coordinator. If the role is not filled, or the post holder is absent for any reason the responsibility can be delegated to any adult team member.

All six stages of the following procedure must be completed and these will be scrutinised at team meetings and in supervisions:

##### A) Educational Activity Planning Record

For all new settings or those not visited in last two years. Form can be completed up to three months in advance. If concerns are raised trip not to be progressed (booked, further risk assessed or discussed with young people) until discussed with a Senior School Manager.

##### B) Trip Overview

For all trips and can be done up to three months in advance. The Activity Coordinator or other adult nominated by the Head Teacher to plan the trip is responsible for completion with input from teachers.

##### C) Risk Assessment Stages 1-4

Can be started in advance and completed within 24 hours of trip. Step 4 (signing off) must be by Activity Coordinator, trip leader\* or other school adult attending trip. The person signing off (usually The Head Teacher) should be satisfied that all relevant risks identified on an individual child or young person's Safeguarding Risk Profile have been controlled for and that resources and conditions are such that the Positive Behaviour Support Plan can be implemented as necessary.

#### D) Trip Plan

To be completed before trip starts on the day. One copy to be left in school and the other taken on trip. This details the adult allocation for the trips, the contact arrangements and specific details

#### E) Activity Monitoring Form

To be taken on trip and filled in by class adults during the day/upon return journey

#### C2) Risk assessment-stage 5 Comments and Reflection after Trip

To be completed by The Activity Coordinator/ Trip Leader

There is a full statement on the use of both personal vehicles and those owned by the organisation in the Employee Handbook Version 4 pages 70-74.

\*the trip leader is the adult nominated by the Head Teacher, or her delegate, to lead the trip in the absence of the Activity Coordinator.

The Head Teacher has the responsibility to monitor that risk assessments are in place for all planned activities and for addressing any gaps or inadequacies they perceive.

The act of permitting the activity to go ahead is a tacit agreement of the risk assessment

#### **Distinct and /Or Stand-Alone Activities, Events or Situations**

The process of Risk Assessment and Risk Management is also required to be undertaken when planning for and carrying out a "stand-alone" event or activity which may include

- Examples might include, but not limited to, the following: Transportation of a child or children on a longer than usual journey in a vehicle owned and operated by school
- Building work scheduled to take place in the school during term-time (i.e., when the children are in attendance)

- A temporary change or disruption to the usual routine of the home or the school which may cause some increased level of anxiety or upset to children or adults or both
- Severe weather warning or prior notification of some other extreme and/or unusual event
- A special celebration or gathering occurring in the home or the school e.g., to mark the leaving of a child or an adult or an anniversary etc. and where there may be a greater number of people present than usual

The Head Teacher of The Lioncare School is responsible for ensuring that the necessary process of effective Risk Assessment and Management is undertaken prior to any such distinct and/or 'stand-alone' event, activity, or situation occurring, and also for reviewing the effectiveness of the measures taken in order to inform practice and promote continuous improvements and learning for all

#### **The Risk Assessment of College Placements and Work Experience**

The Head Teacher is aware of the Health and Safety Executive's guidance on work experience and the onus on the provider of the placement to assess and manage risk for those on work experience.

<http://www.hse.gov.uk/youngpeople/workexperience/organiser.htm>

However, it is the policy of The Lioncare School that a full risk assessment will be written by the Head Teacher, Butterfly Teacher or another nominated adult in the event that

any young person in year 10 or 11 undertakes such a placement either within the organisation or in any organisation external to The Lioncare Group. This risk assessment will focus on the behaviour, their capacity and understanding (using their individual Safeguarding Risk Profile), and on ensuring that the experience feels as safe and emotionally contained as possible to best ensure the experience fosters continued engagement with work towards a positive adult life.

During this process the nominated adult will acknowledge that the employer remains the expert in their work place and field of work. All risk assessments provided by and associated with the work placement should be factored into whether the placement is suitable for the individual young person. All such risk assessments for example, fire evacuation procedures, should be adhered to by the young person, and any adult from the Lioncare Group supporting them. The employer will have

clears lines to which to report any concerns. Any special considerations required by the young person should be risk assessed alongside the work placement's own risk assessments to ensure that both work placement and young person can meet each other's needs.

Any other factors such as journey to and from the placement and time off site for breaks should be risk assessed in agreement with the young person and their carers (whether Lioncare or foster carer). All risk assessments will be shared in advance with the social worker when the Local Authority has parental responsibility, and any other parent/carer with relevant status and role. The Lioncare School follows a similar process and associated procedures for college placements and taster days with external providers.

All risk assessments, whether for work experience, or college placements, should be written with the active involvement of the young person, wherever possible.