

STUDENT RISK ASSESSMENT POLICY

JUNE 2018


ASPIRE
ACADEMY
BEXLEY


ENDEAVOUR
ACADEMY
BEXLEY

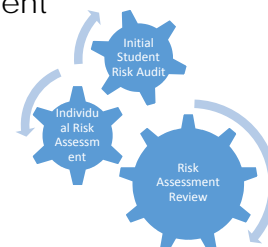

HORIZONS
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ETHOS

This policy establishes the process for the management of risk posed by and to students and staff within each of Academies. The aim of student risk management is to maximise positive factors whilst recognising and reducing vulnerabilities, risk factors and adversity. As part of our duty of care and safeguarding responsibility as outlined in Keeping Children Safe 2016 (updated 2018), our Academies regularly assess student vulnerabilities and needs that impact and reduce the risk they may pose, from the point of application and/or referral. This process works in partnership with our Positive Handling procedures and is underpinned by our Safeguarding Policy and aims to create a safe environment where students and staff can promote and participate positively in education. Assessing risk collaborates with key teaching and support staff and is then overseen by the relevant manager or member of the senior leadership team.

Our risk assessment process encourages student, parent/carer and external agency collaboration and seeks endorsement from specific agencies of our plans to minimise, contain or reduce risk that is considered detrimental to the safety and learning to all members of the Academy. Inability to gain endorsement or agreement will not hinder the Academy's process to maintain student body wellbeing. The Head of School, Inclusion Manager or staff with designated duty can at their discretion, override lack of endorsement or agreement when justification dictates and proceed with measures to reduce or contain risks posed. Information, plans and outcomes relating to risks posed will be shared in line with GDPR May 2018 and in line with Keeping Children Safe in Education 2016 (updated 2018) and Information Sharing 2015 as student wellbeing remains at the core of our risk assessment systems and processes.

NHF risk assessment process also helps to identify students who may benefit from further support whilst attending a school within the Federation. This may include; Tutor support, pastoral support coordinators, SEN supported curriculum and/or referrals to external early help intervention services or statutory agencies on either a voluntary or mandatory basis.



SECTION 1

GENERAL STUDENT RISK ASSESSMENT INFORMATION:

The essential steps which we take in order to ensure the safety of individuals, students & staff:

- Use the Initial Student Risk Audit from the home school, the previously named school or last known school when possible, to identify the actual or potential risks to the Academy dependant on the individual.
- Decide what the risks might be and who may be effected and how following our formal process outlined within this policy.
- Build positive relationships with students attending our Academies.
- Evaluate the risks on a regular basis and decide whether existing controls are sufficient through a standard Risk Assessment (RA) or more control measures need to be implemented through an Enhanced Risk Assessment (ERA).
- Endeavour to understand the purpose of the student behaviour.
- Record your findings using the Academies formal Risk Assessment and Enhanced Risk Assessment documentation only.
- Review the student Risk Assessments in line with required timeline and update to ensure plans remain relevant and effective

INDICATORS AND RISK:

- Indicator: current or historic information or evidence that supports that there is the potential to do harm to self and others directly or to the Academy environment
- Risk: The risk is the determined level of likelihood that actual harm will occur to either a person or property

IDENTIFYING INDICATORS & RISK:

- Use initial risk assessment, information from last school and application/referral documentation to assist in the identification of all indicator and risk factors relevant to the individual
- Utilise Formal Professional Meetings prior to students joining the Academy roll to seek clarification of risk factors and further information relating to indicators and current interventions in place to elevate levels
- Building positive relationships with students to facilitate understanding of student behaviour, circumstances and needs
- Utilise formal Management Meetings to discuss, evaluate and review change in indicators and/or suspected change in risk level
- Gather information via community agencies and home to assist in identifying indicators and to determine level of risk
- Indicators or high level risk factors may not be able to be recognised in a standard Risk Assessment and should be assessed on a separate risk assessment known as an Enhanced Risk Assessment with consent of the Head of School and in partnership with the Inclusion Team.

WHO MAY BE AFFECTED?

Consider all students, all staff, visitors and all those who may not be directly involved with the individual student but who may still be affected by their behaviours/actions including the immediate and wider community. Consideration must be made in line with GDPR 2018 and Sharing Information 2015, as to what information should be made available and how this can be communicated to those at risk and those in positions to offer support in line with our Safeguarding Policy.

EVALUATING RISK:

Evaluate the risk (standard or high) to which individual students may pose. This will be a subjective evaluation but should be used to give an indication of the priority with which the risk needs to be addressed. Where risks are already controlled, monitor the effectiveness of the controls you decide and whether it is sufficient within our Standard Risk Assessment. Where the risk to individuals is thought to be high, additional support measures must be considered and recorded within the Enhanced Risk Assessment. The Enhanced Risk Assessment should outline what additional measures or actions are being undertaken outside of the Standard Risk Assessment in order to reduce, contain or remove the enhanced risk.

MANAGING RISK:

All staff have a duty to be aware of, acknowledge and work together to manage and reduce student risk, both to them and by them. It is the responsibility of the manager or member of the senior leadership team within the relevant area to decide what controls, actions or interventions are required to reduce the indicators and/or risk posed. This must comply with our ethos where the student remains at the core of our practice and will work in partnership with all related Academy Policies and procedures.

Due to the structure, policies and processes in place we are able to confidently manage a vast range of challenging, risk taking behaviours and thought processes, however there may be occasions when the risk is deemed too great for a student to be educated safely in school on a daily basis. The steps we may adopt to manage risk within our Academies are as follows:

- *Consider the possibility of the risk be avoided, replaced, substituted or altered to reduce the likelihood or risk in line with a students' rights to be educated and remain safe whilst in school, for example but not limited to moving a student to an alternate class or site where applicable.*
- *As part of the Risk Management Plan, alter the way in which education is delivered on an individual, justified, evidentiary manner which may include a Personalised Learning Plan (25*

hours of education) or Personal Support Plan (less than 25 hours of education), before, during and after school hours.

- To include all relevant professionals, students and parents/carers in our planning the management of risk.
- To make referrals to external agencies, both mandatory and voluntary in order to assist the student, family and school to manage and reduce risk. This will be undertaken in partnership with all relevant policies and in line with our Safeguarding policy and procedures.

**In such exceptional circumstances, where the risk to a student, others, staff or the community is assessed critical, we may not seek parental/carer/LA consent to reduce or adapt a timetable to ensure the wellbeing of all our Academy community.*

RECORDING PROCESS:

Risk Assessments and Enhanced Risk Assessment must be recorded using our formal Risk Assessment documentation within each of our Academies. Managers, Senior Leadership Team or Head of School can work in partnership with relevant staff in order to ascertain current risk however overall responsibility for Risk Assessment remains with the Senior Leadership Team and Head of School within their respective Academy. Information will be stored in line with GDPR 2018.

REVIEW PROCESS:

Risk assessments must be reviewed after the first two weeks of joining each Academy roll including respite places within Refocus and Medical Needs. The assessment must then be reviewed termly for our long term students at Aspire Academy, Endeavour Academy and Horizons Academy Bexley (KS4) and in the 6th and 12th week for Refocus student (KS3, Primary and Medical Needs) at Horizons Academy Bexley. All Heads of School have the overall responsibility to ensure the individual student risk assessments remain relevant, effective and up to date but responsibility can be delegated to senior members of the leadership team or line managers. Staff are encouraged to participate in the review process as they are deemed to hold valuable insight into student behaviour and needs, based upon the positive relationships staff are encouraged to have with our students. Risk Assessments may be reviewed outside the agreed timescale if there have been exclusions or there are any significant changes in behaviour or need. Enhanced Risk Assessment can be reviewed alongside Risk Assessments or when the enhanced risk has reduced. All Risk or Enhanced Risk Assessments must be kept as a new one is produced to ensure a picture of support and management is maintained. This will equally enable a picture of successful interventions and measures to be produced for future reference.

SECTION TWO

OUR RISK ASSESSMENT PROCESS

All our Academies undertake structured, regular, robust risk assessments to ensure the safety of all those who attend and work within our schools. Although we are unable to reduce all risks or guarantee safety 100%, our risk assessment process allows us to gather information from Admission/Referral stage to appropriately plan and assess each student, individually through our measured, child centred approach.

Each step encourages discussion and assessment based upon both fact based knowledge and justifiable professional assessment in line with individual indicators, cohort dynamics and community challenges.

- Using the Initial Student Risk Audit from the home school, identify the risks and vulnerabilities present which includes current behaviours and needs
- Decide who might be harmed and how
- Evaluate the risks and decide whether existing controls are sufficient or more control measures need to be implemented
- Liaise with statutory agencies and make formal agency referrals when we deem appropriate

- Record your findings using the Individual Students Risk Assessment forms (1B) while using the information recorded in the home school Initial Student Risk Audit. This must be done within 2 weeks of the students start date.
- Review the student risk assessments (permanent/long term students 2nd week then termly (1C,1D) and all Refocus students 2nd 6th and 12th week of placement (1C,D). If there is a need to review the risk assessment early due to a serious incident, Form 1E (Enhanced Risk Assessment) needs to be completed.
- *Our Academies can also implement an Exceptional Circumstances Risk Assessment when events occur that may pose a specific risk to a student whilst in school, e.g pregnancy.*

**Horizons Academy Bexley hold a fortnightly Risk Management Meeting (Wednesday), following the fortnightly Referrals Meeting (Monday). This is to enable staff and invited professionals to discuss indicators and risk factors identified by the referee and plan in accordance with current student cohort dynamics and presenting risks. Professional Meeting will be convened as a priority to confirm any outstanding concerns and to clarify current measures in place to reduce, contain and manage presenting risk.*

***Unannounced Audits may be undertaken at the discretion of the Executive Headteacher or Inclusion Manager to ensure consistency and expectations are maintained across all the Academies. Audits can provide additional information to Head Teacher Reports and Section 11 Report provided to our Governing Body on a regular basis.*

DOCUMENT REVISION

Date	Who	Description
Jan 2017		Reviewed
Mar 2017	Governors	Approved
Dec 2017	JH	Re-formatted
Jun 2018		Reviewed
Jun 2018	Governors	Approved