



Individual Risk Assessment and Management Practice Policy and Procedure

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Issue Number:	002	Approver:	Pauline Paterson
Issue Date:	01/08/2025	Service Type:	All Staff
Next Review Date:	01/08/2026	RADAR Location:	Education Wales
Print & Keep on File:	Required <input checked="" type="checkbox"/>		Not required <input type="checkbox"/>

1. Supporting Documents

This policy must be read in conjunction with:

- Keeping Learners Safe 2002 (Updated March 2022)
- The Right Way – A Children’s Human Rights Approach to Education in Wales
- Working Together to Safeguard Children 2018
- Reducing Restrictive Practices Framework 2024 Update: Welsh Government guidance on reducing restrictive practices in childcare, education, health and social care setting
- Safeguarding Children in Education Policy 2023
- Health and Safety Policy Statement 2022
- Red Flag Policy
- Risk Assessment & Management Competency Workbook
- Individual Risk Assessment Form
- Appendix A – Shared Risk Approach Protocol
- Appendix B – Shared Risk Protocol Pro Forma

Further Reading

- Health and Safety Executive guidance on assessing risk with pupils with SEND
<https://www.hse.gov.uk/services/education/understanding-the-risks.htm>

2. Introduction

The policy refers to pupils and staff throughout this policy.

Risk is the possibility that an event will occur with harmful consequences for a particular person or others they come in contact with. Establishing a clear understanding of risk is central to the work that is undertaken with pupils. This policy is drawn up and implemented in accordance with the Education (Independent School Standards) Regulations 2014 and in particular in relation to the Part 3 obligations of the Governing Body to make arrangements to safeguard and promote the welfare of pupils at the School by the implementation of a



written risk assessment policy and the Part 8 obligations of those with leadership and management of the School to actively promote the wellbeing of pupils.

Mynydd Haf School is committed to delivering a high quality and safe service; - this requires all staff to consider, assess and actively manage risks or potential risks to and from pupils. All risks should be considered in the context of the pupil's overall needs and wherever possible actively and persistently mitigate to reduce the likelihood of harm.

The purpose of this policy is to compliment the broader Keys Group Health and Safety Policies by setting out the overarching principles, requirements, responsibilities and procedure underpinning effective assessment and management of individual risk in Mynydd Haf School. The policy also aims to develop a common language of risk across the organisation and enhance risk practice.

Robust and effective risk management aims to maximise a person's quality of life and help pupils access opportunities, taking worthwhile chances that allow them to grow and thrive. Mynydd Haf School supports and endorses positive risk taking that is based on robust and well evidenced professional decision making.

The application of this policy aims to achieve the following:

- Risk assessments and decisions about risk management are recorded in accordance with this policy and procedure. And that all identified risks are reflected in the overall support and risk management plans for every pupil.
- Decisions about risk are carefully considered, are made in partnership, based on best information available and in accordance with relevant guidelines and best practice.
- Risks are communicated to all relevant people in a timely manner, including all people who are expected to contribute to the risk assessment and management process e.g. Mynydd Haf School team, family/carers, social workers, education professionals, clinical professionals and specialists.

N.B. The implementation of this policy must be supported and enhanced with staff supervision and continued professional development and training. It should be used in conjunction with relevant legislation, policy, procedures and practice guidelines.

3. Scope

- This policy applies to all members of staff within Mynydd Haf School (permanent, temporary or contractors).
- It is the responsibility of all staff to identify, assess, control and document risks.
- This policy and procedure should be used to inform the risk assessment and management process for every pupil at Mynydd Haf School.





4. Abbreviations and Definitions

Term	Definition/ meaning
Indicator	An indicator is a 'thing' that points out the state or level of something. In the social care context it is frequently a behaviour that signals that a situation or event may escalate and the risk increase.
Inherent risk	Inherent risk or presenting risk is the amount of risk that is present before any risk control measures are applied.
Hazard	Potential of danger or something that is dangerous or likely to cause damage or harm.
Protective factors	Any circumstance, event, factor or consideration with the capacity to prevent or reduce the severity or likelihood of harm to self or others.
Residual risk	The amount of risk that remains after the risk control measures have been applied.
Risk	A possibility/ chance that an activity or action could happen and cause harm
Risk assessment	Purposeful gathering and analysis of available risk information. In the context of education, risk assessment is underpinned by professional judgements and structured tool used to inform and determine the level of risk and type of intervention needed to reduce the potential for harm.
Dynamic risk assessment	The process of continually observing and analysing risks and hazards in changing or high risk environment.
Risk factor	A condition or characteristic which at certain levels may be associated with an increased risk
Risk level	The risk level is determined by the multiplication of likelihood and consequence scores (1-5). It is defined in terms of Low, Medium or High risk level e.g. a likelihood score of 4 and a consequence score of 5 equals 20 – a score of 20 represent HIGH risk level.
Risk management	The actions taken, on the basis of assessed risk, that are designed to reduce the level of risk by reducing or eliminating the potential for harm.
Risk score	Risk score is the multiplication of the likelihood score with the consequence score as indicated on the risk rating matrix.
Triggers	A risk trigger is an event that will or may cause a risk to take place. Risk triggers for a given risk are identified during the risk analysis. Understanding risk triggers helps a person develop a more efficient risk response.
Triangulation	Combination of information from a variety of sources in order to determine an outcome or a decision. Triangulating past, current/ presenting risks is an effective way of assessing appropriate management plans.



Shared Risk Approach	Shared Risk Approach is the involvement, collaboration and joint decision making concerning a pupil by involving key people, including the pupil, that are involved in their support. A shared risk approach demonstrates good practice as the risk is considered from the perspectives of all individuals involved, - to strengthen the management of the risk and reduce the likelihood of harm.
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5. Best Practice for Effective Risk Assessment and Management

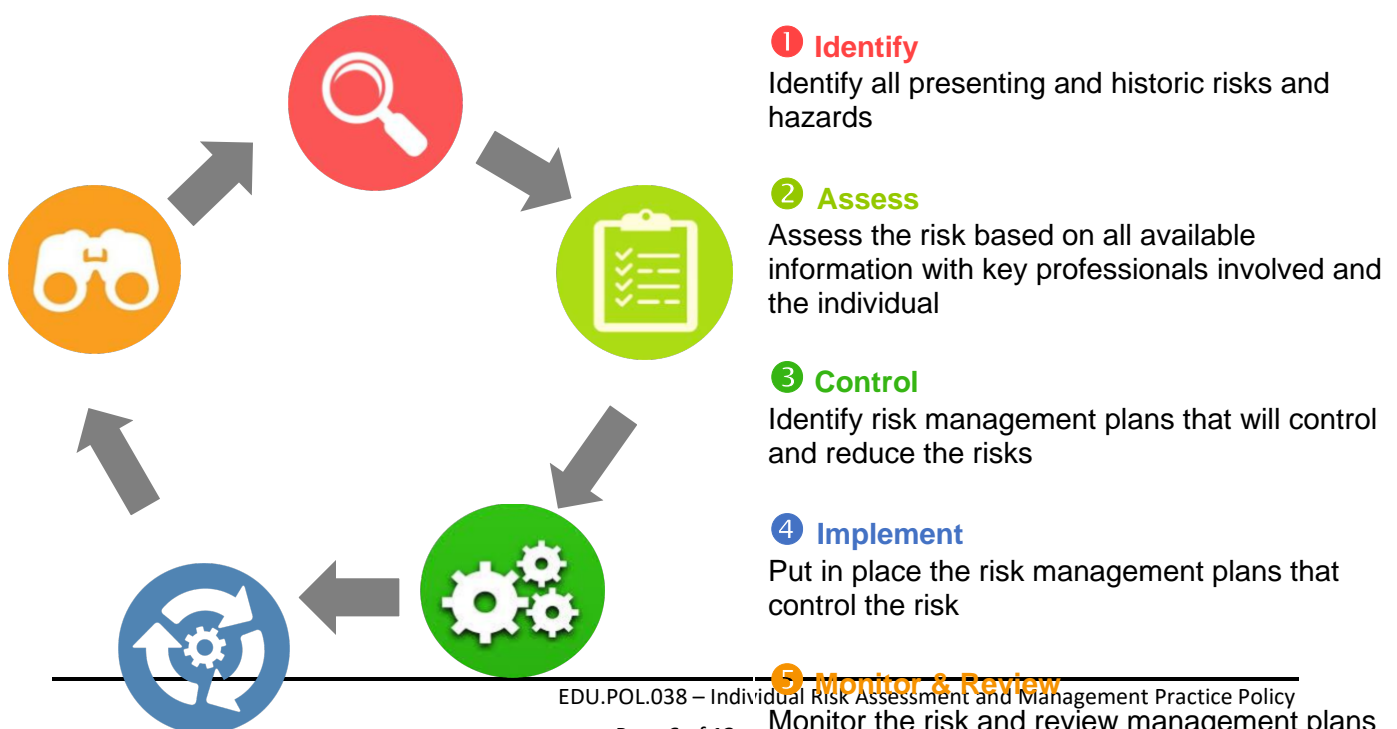
- Effective risk management is based on up to date knowledge of the risk and on an accurate and recent assessment of the pupil and their social/ environmental context.
- Best practice in risk management involves working in partnership (involving the pupil and those involved in their education and care outside of Mynydd Haf School to develop practical and effective strategies based on the assessed level of risk. The strategies being aimed at minimising the risk of negative consequences.
- It is important that all those who are expected to contribute to a risk management plan are involved in its development. And where possible that agreement on how the risk should be managed is reached. This extends to the pupil themselves who should be involved in decisions about their risks, understanding safety plans that are in place for them and be encouraged to actively participate in managing their own risks.
- The *Shared Risk Approach* is a vehicle that facilitates shared risk accountability and decision making. It is essential in considering the views of all professionals involved in the education of the pupil and their parents/ guardians, therefore strengthening the risk management and safety planning process.
- Risk management should be understood as risk reduction, with no situation considered entirely risk free. There is no complete, fail-safe method of predicting risk to pupils. Structured risk assessment tools, forms and checklists can be helpful in guiding and understanding, but they cannot be absolutely relied upon to provide definitive answers. Risk assessment must incorporate a structured judgement approach, however professional judgement and knowledge is essential.
- Although accurate prediction of risk-related events is extremely difficult, past behaviour remains a predictive indicator of future behaviour. Therefore, historical risk factors should be considered alongside current presentation/ situation in assessing the likelihood and consequence of any identified risk.
- Risk assessment should be based on information that is corroborated or triangulated from various sources. This includes gathering information on identified protective factors, - factors that have the capacity to prevent or reduce harm.
- All risks identified should be put into context and a pupil-centered approach adopted to the situations in which the risks may occur. It needs to consider the dynamic factors that may increase or decrease the likelihood of a risk occurring and severity of consequence if it occurs.

- Risk-related behaviours may arise from a number of (often inter-related) factors, - these are the things identified in a pupil's circumstances or environment that might constitute a risk or a threat. The more risk factors present (or the more serious one single factor is), the greater the risk of harm. Best practice is for risk management plans to be based on a clear risk analysis that identifies all the relevant factors that influence the risk and includes a judgement of the likely ways that these factors may interact.
- It should be recognised that risk-related behaviour may be survival/coping-related strategy that has historically functioned to help a pupil manage traumatic or adverse life experiences. Pupils who have experienced trauma, who have had negative experiences within education/ life or have had disagreements with others about their needs and risks, - may find trust very difficult and this may increase the risk of disengagement or of threat-related behavioural responses.
- Acknowledging the uncertainty of risk and the challenges it brings is central to managing risk. Staff have to make judgements in seeking the right balance between proportionate response to risk, and enabling pupils to participate and have control over their education.
- Taking risks is an essential part of learning, developing, coping and resilience mechanisms, and human growth. Positive risk management builds upon a pupil's strengths and resources, and should support development and growth whilst doing its best to minimise the potential for harm.

6. Risk Assessment and Management Procedure

There are five (5) keys stages in the assessment and management of risk. The stage approach is illustrated in Diagram 1 and must be undertaken on regular and cyclical basis.

Diagram 1: Risk Assessment & Management Cycle





Stage 1: Identify

- Risk assessment is a systematic process of determining the potential risks that may be involved. The first step of the risk assessment process is the identification of risks and hazards using a systematic approach. This stage is critical because a potential risk not identified at this stage will be excluded from further analysis.
- Identification of risks includes risks that are present and require active management, as well as historic risks that may not be present but have the potential to re-emerge. It is crucial in identifying the level of intervention that will be needed and guiding an appropriate risk response.
- It is not possible to predict future with any certainty, however, historic risks should be viewed as markers which require consideration and analysis, using knowledge and judgement.
- The person/s undertaking the risk assessment process should consider information from a wide range of available sources, including the expertise and knowledge of professionals involved as well as carers/ parents (where appropriate) and of course the pupil themselves.
- Interactions between multiple factors may combine to increase the probability of risk occurring. Stage 1 should therefore consider potential risk interactions.
- This stage also includes the identification of risk triggers and risk indicators that will help develop a better understanding of the risk.
- Staff must carefully explore all available information and triangulate the information in order to really understand the risk. This will enable the development of robust and well considered risk management plans.
- It is important that staff are inquisitive and exercise their curiosity in pursuit of a greater understanding of risk.

Stage 2: Assess

- Assessing the level of risk is crucial to determining the need for intervention and joint decision making with key professionals involved in the education/care of the pupil.
- Where possible and appropriate the pupil should be involved in the assessment of risk to ensure that they are at the center of risk management decisions, and encouraging them to play an active role in their own safety.
- All available risk information gathered at the stage 1 must be taken into consideration when assessing the presenting level of risk. The presenting risk is the risks that exists before any risk control measures are applied, – it is referred to as *inherent* risk. The assessed risk after control measures have been applied is referred to as *residual* risk.



- Structured tools should be used as a guide to assessing the level of risk. However, staff must exercise their knowledge and professional judgement when assessing risk.
- Assessing the level of risk should also include the knowledge and professional judgement of others involved in the education/ care of the pupil.
- Based on all information identified at stage 1, - an assessment of the inherent risk is made. This is a judgement about the likelihood that a risk will occur and the potential consequence if there is nothing done to control it.
- The assessed level of inherent risk should guide appropriate interventions/control measures to reduce or eliminate the risk. Risk control measures must be proportionate to the level of risk. If the inherent risk is high there is likely to be more absolute exacting measures in place than if the risk is lower.
- The risk level must be reassessed after all control measures have been put in place. This will identify how much risk remains after all control measures have been applied (*residual risk*.) This enables staff to determine if the measures that have put in place have reduced the risk to a more acceptable level. It is also an opportunity to further consider the measures and if they can be made more robust. Furthermore, staff should seek further multi-agency input if the risk control measures are not reducing the risk to acceptable levels.
- When assessing risk, staff must consider all existing and relevant protective factors. Risk cannot be considered in isolation; protective factors can influence the direction or strength of the interaction between risk factors. Therefore, the decision on the appropriate response to the risk must take into consideration the factors that are protective.
- Assessing risk is a dynamic process and the risk information identified at stage 1 can quickly change. This in turn will require a dynamic response and adapt the risk response accordingly.

Scoring Risk:

When writing risk assessments and agreeing risk control measures, the following must be considered:

- What is the **likelihood (L)** that the risk will occur?
- If it does occur – potentially how severe will the **consequence (C)** be?
- If the risk occurs, appropriate action should be taken, reported and shared with those involved in the education/ care of the pupil

Staff must refer to tables 1 and 2 when scoring the risk. Use the descriptors to guide the scoring decisions.

Table 1: Likelihood Descriptors

Rating	Description	Likelihood of occurrence
1	Rare	Highly unlikely, but it may occur in exceptional circumstances. It could happen, but probably never will.



2	Unlikely	Not expected, but there's a slight possibility it may occur at some time.
3	Possible	The event might occur at some time as there is a history of casual occurrence at Mynydd Haf School.
4	Likely	There is a strong possibility the event will occur as there is a history of frequent occurrence at school.
5	Almost Certain	Very likely. The event is expected to occur in most circumstances as there is a history of regular occurrence at Mynydd Haf School.

Table 2: Consequence Descriptors

Rating	Description	Severity of consequence
1	Insignificant	No or only minor personal injury; No lasting impact. Resolved quickly. No impact on others or environment.
2	Minor	Minor injury/harm; First aid needed, temporary impact, minor damage.
3	Moderate	Injury; Possible hospitalisation or attendance at hospital, police involvement, impact on others, harm may have implications for the future.
4	Major	Single death &/or long-term illness or multiple serious injuries, multi-agency involvement, major damage requiring long term recovery, levels of company exposure.
5	Catastrophic	Fatality(ies) or permanent disability or ill-health, profound and enduring effects on others and environment, criminal acts, high level of company exposure.

The overall risk score is the multiplication of the likelihood and consequence scores.

Likelihood x Consequence = Risk Score

N.B. Both inherent and residual risk are scored using the same method.

The risk score indicates the **Level of Risk**. Scores between 16 and 25 are High risks; 9 to 15 constitutes a Medium risk; 1 to 8 a Low risk.

LIKELIHOOD	5	5	10	15	20	25	16-25 HIGH
	4	4	8	12	16	20	
	3	3	6	9	12	15	9-15 MEDIUM
	2	2	4	6	8	10	
	1	1	2	3	4	5	
	0	1	2	3	4	5	1-8 LOW
	CONSEQUENCE						

Stage 3: Control

- The specified risk control measures form the individual risk management plan. Whilst there may be standardised risk management practices that would apply to all pupils – risk management plans must be pupil-centred and tailored to the needs and risks of the individual.
- Risk cannot always be completely eliminated; therefore, it is important to acknowledge any limitations of the risk controls that are in place.
- Risk controls should not be delayed until the end of an assessment, - it should be determined according to what is required at the time to ensure safety.
- Risk controls are identified measures that are intended to reduce the likelihood of a risk occurring, as well as reducing the severity of consequences if it occurs. Risk controls are considered at three different levels; - measures that should be applied before; measures that should be applied during; and those that should be applied after.

Before	Control measures that are in place to reduce the risk occurring. These are the proactive measures taken in an attempt to prevent something happening. For example, education and advice may be provided in an attempt to discourage a pupil from smoking and ensuring that they are at the center of the learning/understanding process.
During	Control measures that are in place to reduce potential for harm whilst the risk is occurring. For example, if a pupil has self-injured, – staff would ensure immediately that they are safe and get the right level of first aid.
After	Control measures that are in place after the risk occurs. This is where all relevant parties are notified but there is also a process whereby everyone learns from the event to inform future risk management. For example, a pupil who physically assaulted a staff member – a debrief with the pupil and staff may lead to a better understanding of why this occurred.



- Risk control measures must always be specific, clearly and separately identified against each identified risk. In other words, actions must relate directly to individual risks and be designed to directly minimise that risk. Risk control measures must never be ambiguous or contain statements that are open to interpretation.
- Control measures should be proportionate to the level of risk and this is determined by the risk levels that have been assessed at stage 2.
- Risk controls should be informed by best practice guidance, legislation, and professional judgement and knowledge or those involved in the education/ care of the pupil.
- Risk control measures, where relevant should be cross referenced to education health care plans, pupil education plans, behaviour management and support plans, clinical strategies and other relevant risk assessments.

Stage 4: Implement

- All staff must be fully informed of the content of risk assessments for each pupil they work with. They must understand and know how to apply the risk control measures in each and every individual circumstance, and in order of priority.
- Consistency in the application of risk management plans is essential to effective risk management, - this is achieved and enhanced through clear and robust communication mechanisms.

Stage 5: Monitoring and Evaluation (Review)

- All risk assessments must be monitored and evaluated by a member of the leadership team within Mynydd Haf School.
- Risk assessment and management requires continuous monitoring and evaluation.
- Monitoring involves analysis of information relevant to the risk. It considers all factors pertaining to the risk and their outcome/ impact.
- Risk evaluation is a time-bound and a periodic exercise that seeks assurance that risk is effectively managed. Evaluation assesses relevance, efficiency, effectiveness, impact and sustainability of the risk management plan. It examines whether the risk management plans are valid, what works, what does not and why.
- Risk reviews should be undertaken regularly and particularly following any untoward event or factors which may exacerbate the risk.
- Full review and revision, if required, the review of an entire risk assessment should take place at a minimum every term, regardless of whether any changes require to be made. This should involve the pupil and all professionals/ individuals involved in their life.

7. Shared Risk Approach - Accountability and Decision Making

- Mynydd Haf School operates a *shared risk approach* in the assessment and management of risk. The *Shared Risk Approach Protocol* should be initiated where joint decision making in the assessment and management of risk is required. This is



most relevant in the management of complex and/or high risks (See Appendix A – Shared Risk Approach Protocol).

- Any decisions that are made by initiating the shared risk protocol, must be documented using the *Shared Risk Approach Pro forma* (See Appendix B). This form will document the decision-making process in the management of risk. The completed proforma will form a safety plan alongside the relevant risk assessments.
- The Head Teacher should never make unilateral decisions on the long-term management of risks, – this is particularly relevant with high and complex risks that are difficult to control. Whilst it is the responsibility of Mynydd Haf School to keep pupils safe, – the responsibility for managing the risk must be shared with all relevant people/ agencies (internal and external) who are involved in the education of the pupil.
- It is recognised that staff will have to make decisions quickly that are in the best interest in of the pupil when risks are escalating. However, it is expected that all relevant agencies will be notified and/or involved as soon as is practicable.
- The team involved in the education of the pupil should aim to reach agreement on the best way to manage risk. However, when agreement cannot be reached, – it is important that these concerns are clearly communicated, documented, and escalated accordingly using *Shared Risk Approach Protocol*.
- Risks that that are assessed as high and of significant concern despite high level of intervention must be escalated to Regional and Managing Directors.
- A multi-agency discussion should take place to review the risk and the measures to control it.
- The Head Teacher must ensure that concerns about the management of risks are shared promptly and effectively with all those involved.
- The degree of communication, co-ordination and collaboration with external agencies must be proportionate to the risk and complexities of the pupil.
- It is essential that comprehensive an accurate records are maintained of all risk related communications and decisions.
- The shared risk proforma will be reviewed at regular intervals, normally fortnightly.
- The shared risk process is not intended to be a permanent measure but will be used to support immediate high or complex risks.

8. Training and Competency Requirements

- The Head Teacher will ensure all staff familiarise themselves with this policy during their induction period, with further assurance sought through monitoring of RADAR mandatory policy compliance.
- Competencies are best developed through a combination of reading and reflection; team working and supervision; and provision of appropriate training courses and materials. The Head Teacher should ensure there are systems in place to support staff development in risk practice and this should form part of workforce development and individual development plans.



- The Head Teacher is responsible for developing, updating and maintaining their competencies in relation to risk assessment and management practice. Face to face training in the assessment and management of risk is available to the Head Teacher.
- *Risk Management and Safer Caring* is a mandatory training requirement for all education staff and accessible online through the Training Hub. Mynydd Haf School is responsible for monitoring compliance with this training requirements.
- The Head Teacher is responsible for ensuring that staff in their team have received adequate training and development in the assessment and management of risks. Staff who are expected to take the responsibility for writing and/ or reviewing risk related documents should complete the *Writing Risk Assessments Competency Workbook*.

9. Responsibilities

The Senior Leadership Team are responsible for the approval of any approach to the assessment and management of risk, including the development of structured tool and documentation.

The Quality Department is responsible for the evaluation of the approach to the assessment and management of risk employed in Mynydd Haf School and, based upon this evaluation, for the identification or development of alternative procedures and tools for consideration by the Senior Leadership Team.

The Learning and Development Department is responsible for the development and implementation of training plans to support the delivery of this policy.

Regional Managers are responsible for effectively overseeing Mynydd Haf School to monitor compliance with this policy and all matters related to the assessment and management of risk, – this particularly pertains to high risks. They must also ensure that high risks and significant concerns are escalated to a Managing Director without delay.

The Head teacher is responsible for the oversight of all risk management within Mynydd Haf School and ensuring that risk management is informed by best practice. They must ensure that their approach to supervision is conducive to supporting staff in risk related decisions and the ongoing risk management. They are responsible for the development of staff knowledge and understanding of risk related practice and furnished with relevant training and development materials - *Writing Risk Assessment Competency Workbook*. The completion of the workbooks should be supported with structured supervision and where appropriate, the appraisal process.

All staff are responsible for remaining up to date and implementing current best practice by employing the agreed approach to the assessment and management of risk. They are



responsible for raising any queries or concerns in relation to the approach through their managerial and/ or professional lines.

10. Monitoring Policy Implementation

- Risk related documentation and practices should be routinely reviewed through structured supervision and management oversight systems and processes.
- Risk related practice will be monitored through quality and statutory monitoring activities.
- Review and analysis of untoward events should always form part of monitoring risk related practice.
- The approach to managing risks should be monitored and overseen by professionals involved in the education/ care of the pupil and form part of multi-disciplinary meetings and/or statutory reviews where appropriate.
- The leadership team at Mynydd Haf School is responsible for monitoring compliance with training requirements as well as good practice standards in relation to risk practice.

11. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact your line manager. Mynydd Haf School and/or Keys Group will then actively respond to the enquiry.

Individual Risk Assessment (Guidance document)

NOTE: The new *Individual Risk Assessment Template* should only be used after the completion of the [Risk Assessment & Management – Quality Workshop](#). This workshop is essential training for all Regional Managers and Head Teachers.

A risk assessment is a systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking. It is the review of all activity to identify what might cause harm to pupils and decide whether reasonable steps are being taken to prevent that harm.

Risk assessments must be clear written and without ambiguity. A risk assessment document should be written as if the person reading it doesn't know the pupil.

Pupil's Name:	Pupil's Full Name	Date of birth:	00/00/00							
School:	Name of School	Date:	Date Risk Assessment first written							
Author:	The name of the person who wrote the risk assessment.									
Who contributed:	The names of any other people who have contributed the risk assessment.									
Revision dates:*	1.	Record a revision or update date	2.	Record a revision or update date	3.	Record a revision or update date	4.	Record a revision or update date	5.	Record a revision or update date

*Revision date should be recorded when changes have been made to the risk assessment. If you review a risk assessment but no changes have been made, do not record a revisions date. However, do record the review in the review section.

1. RISK	
Risk Title:	
Residual Risk Level: <i>To be completed at the end</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> </div> <p style="font-size: small; color: red;">Whether the risk is Low (Green) Medium (Amber) or High (Red) - it is dictated by the calculated risk score and where it falls within the risk rating matrix. For the example a likelihood score of 2, and consequence score of 3 would equal 6, - this indicates a LOW risk.</p>
Assessing residual risk: (After all risk control measures have been implemented)	
<p style="color: red; font-size: small;">When completing this section it is important that it is completed after all risk control measures have been considered and included, and that the risk is being scored AFTER the measures are in place. It is helpful to discuss with colleagues what you think the level of risk is and what the score should be. Again use the Likelihood and Consequence descriptors in Appendix 1 of this guidance document to guide your decision.</p> <p style="color: red; font-size: small;">N.B. Residual risk should decrease after all control measures have been implemented. If the risk score has not reduced you may need to reconsider the strategies and/or seek advice from other professionals involved in the education/ care of the pupil.</p>	

Once you have scored the residual risk, tick the correct risk level box above (Low; Medium; High)

Likelihood score:

Consequence score:

Residual risk score:

2. UNDERSTANDING THE RISK

Risks to whom:

Describe here who is at risk. This is almost always the pupil but may also be staff, other pupil's, members of the public – depending on what the risk is.

Previous Occurrences / Historical Information:

The information to complete this section would be based on (this list is not exhaustive):

- Historical information
- Referral documentation
- Clinical and other assessments
- Court Reports
- Education Health Care Plans
- Personalised Education Plans

- Make references to specific reports (incl. names and dates) which others can check. If information has been given verbally state by whom and when.
- Make sure historic information is recorded in the past tense and where the information was found is clearly referenced.
- Summarise briefly previous incidents and add dates where possible to enable cross referencing.
- Record what was learnt from that incident and what was put in place to reduce risk.
- **N.B.** Focus on the most significant events where the consequences were or had the potential to be significant. Do not add the dates of e.g. every missing from school episode.
- Summarise previous behaviour and what was learnt from this.

Hazards (potential source of danger):

A hazard is a potential of danger or something that is dangerous or likely to cause damage or harm. An example of a hazard would be the dangers faced by a pupil when they are absent without authority e.g. accident, exploitation, substance use etc.

Triggers (Something that happens before a particular event or situation):

When considering triggers it is important to reflect on knowledge of the pupil as triggers for behaviour will be known and documented in other records. For example, knowing that a pupil may struggle with reading, - *reading aloud in class* in this example is the trigger.

Indicators (sign or signal):

- An indicator is a 'thing' that indicates the state or level of something. In this context it is frequently a behaviour that indicates that a situation or event may escalate and risks may increase.
- Be detailed around their behaviour, be specific with what they do/could display if they are anxious/tired/heightened. Avoid putting verbal and physically aggressive, heightened - explain what you mean by this e.g. swearing, hitting, punching etc.
- Detail why they may be doing/displaying this behaviour. When describing the pupil's behaviour, be specific. What does a low mood look like for that pupil? What does dangerous behaviour look like for that pupil?

Assessing presenting (inherent) risk: (Before any risk control measures have been implemented)

Using the Risk Rating Matrix (Appendix 1) score the presenting (*inherent*) risks before the control measures are put in place. Use the likelihood (L) and consequence (C) descriptions in Appendix 1 to guide you in scoring the risk (L and C can also be found in the policy). The risk score is the likelihood score multiplied by the consequence score.

N.B. The *Shared Risk Approach Protocol* must be adhered to. It can be found in Appendix 2 of this document or in the policy. Risk decisions that required the Shared Risk Approach must be recorded on *Shared Risk Approach Pro forma* – is can be found in Appendix 3 or the policy.

Likelihood score:

Consequence score:

Inherent risk score:

3. CONTROL MEASURES (Including clinical strategies where applicable)

Before:

Consider what measures are needed to control the risk and reduce the potential for the risk occurring causing harm. These are likely to be the day to day systems/ practices and your knowledge of the pupil. Cross reference to the behaviour management plan, individual education plan, education health care plan, personal education plan, clinical strategies and other risk assessments where applicable.

When writing the control measures consider the following:

- Think about the information that will help someone manage the risk and record this clearly.
- Detail all of the measures you need to put in to place, referring to the policies and procedures for guidance.
- Don't use sweeping statements for example constant supervision. Be specific about how this will work in practice.
- If regular checks are required then this must be recorded. Consider what frequency of checks are required. If for example 15 minute observations are needed then ensure that it clear what staff are expected to observe and record.
- Record exactly the advice that had been given by other professionals including by CAMHS/therapists/specialist advisors.
- What specific coping strategies may help the pupil e.g. going for a walk / drawing/music/colouring to de-escalate the behaviour and associated risks/harm.
- These may include key work sessions, community meetings, 1-1 supervision etc – but specific how these will take form and what the aim to achieve e.g. regular key work session on keeping safe whilst out in the community.
- Describe the action that staff need to take to reduce these risks.
- When describing what staff should look out for be specific – for example if a pupil is in crisis what presenting behaviours should they be looking out for.
- Consider *Shared Risk Approach* and the proposals for managing risks during joint decision making.
- Be clear and concise. Use appropriate language and write the document with high level of conscientiousness. Remember! - staff with read a document the same level of care and attention as it has been written.

During:

This section covers the action staff need to take during an incident or serious event. Cross reference to the behaviour management plan, individual education plan, education health care plan, personal education plan, clinical strategies and other risk assessments where applicable.

- Think about the information that will help someone manage the risk and record this clearly.
- Detail all of the measures you need to put in to place, referring to the policies and procedures for guidance.
- Don't use sweeping statements for example constant supervision. Be specific about how this will work in practice.
- Record exactly the advice that had been given by other professionals including advice been given by CAMHS/therapists/ specialist advisors.
- What specific coping strategies may help the pupil?
- Describe the action that staff need to take.

After:

This section covers the action staff need to take after an incident or serious event. Cross reference to the behaviour management plan, individual education plan, education health care plan, personal education plan, clinical strategies and other risk assessments where applicable.

For example, on return from an unauthorised absence period staff would need to ensure that the pupil was unhurt, welcomed back and ensure that the pupil knows that staff had been concerned and worried about them – back to school meeting, updated plans etc.

4. REVIEW & EVALUATION OF RISK

This section identifies who has reviewed the risk assessment and any comments they have made. The purpose of reviewing the risk assessment is to ensure that it is being monitored, particularly in the light of new risk information e.g. untoward events and that the risk control measures are monitored to ensure they are still effective. The review also evidences that multi agency contributions are recorded.

Role	Name	Comments	Date
Head Teacher			
Regional Manager (if applicable)			
Clinician / Clinical Team (if appropriate)			

Managing Director (if the risk is high)			
---	--	--	--

Read / Shared with (e.g. Staff, Social Worker; pupil, YOT, & parents/ guardians including date shared): I have read and understood this risk assessment			
Name	Role	Sign	Date

Appendix 1: Risk Rating Matrix and Likelihood/ Consequence Descriptors

RISK RATING MATRIX						
Calculating risk score:						
The Risk Management Policy is on RADAR under Education Universal Risk 'Assessment & Management Policy for Pupils' (EU.POL.034 - M). https://live.radarhealthcare.net/documents/27/ngIndex#!/1001						
Use the <i>Risk Rating Matrix</i> below to assess the likelihood and consequence of a risk occurring - if the <i>inherent</i> risk high (16-25) – you should initiate the <i>Shared Risk Approach Protocol</i> .						
If you are reassessing the risk after all control measure and the residual risk is high – this is likely to need to go to the Managing Director for sign off.						
LIKELIHOOD	5	4	3	2	1	0
	5	10	15	20	25	
	4	8	12	16	20	
	3	6	9	12	15	
	2	4	6	8	10	
	1	2	3	4	5	
	0	1	2	3	4	5
	CONSEQUENCE					

This is the left hand column of the risk rating matrix and represents the risk of something happening

LIKELIHOOD DESCRIPTORS		
Rating	Description	Likelihood of occurrence
1	Rare	Highly unlikely, but it may occur in exceptional circumstances. It could happen, but probably never will.
2	Unlikely	Not expected, but there's a slight possibility it may occur at some time.
3	Possible	The event might occur at some time as there is a history of casual occurrence at the service
4	Likely	There is a strong possibility the event will occur as there is a history of frequent occurrence at the service
5	Almost certain	Very likely. The event is expected to occur in most circumstances as there is a history of regular occurrence at the service

This is the bottom row of the matrix and rates how serious it might be if the risk happened.

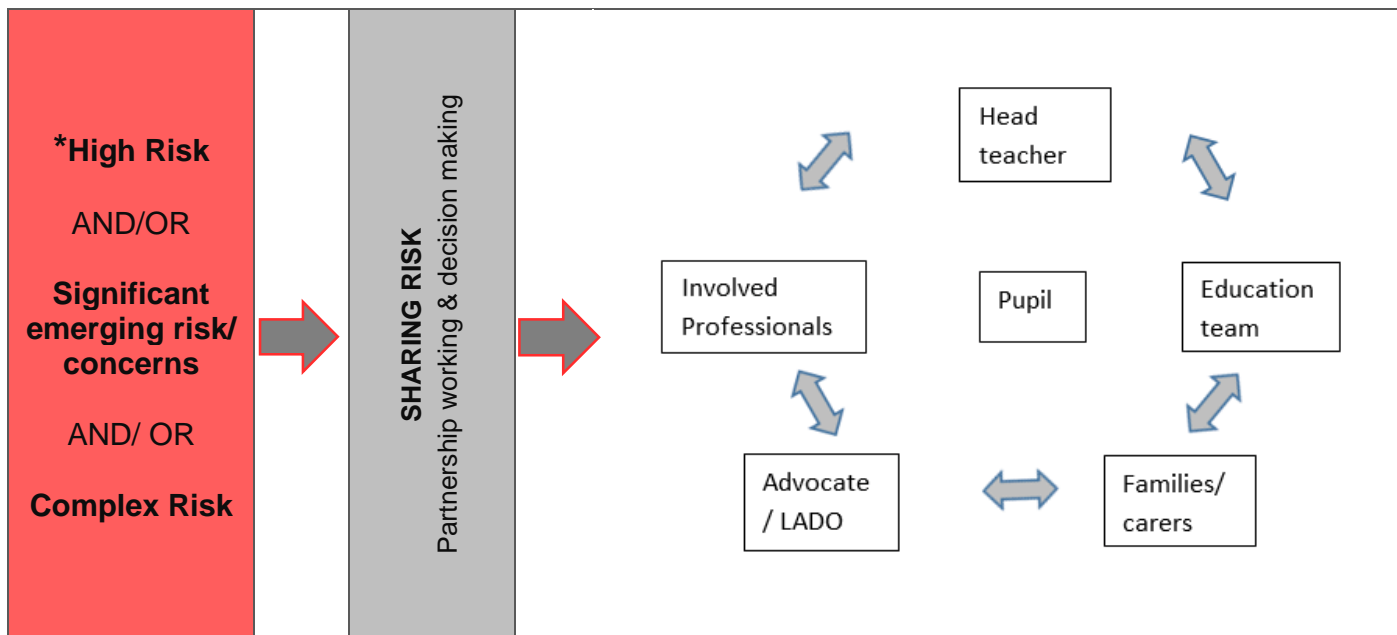
CONSEQUENCE DESCRIPTORS		
Rating	Description	Severity of consequence
1	Insignificant	No or only minor personal injury; No lasting impact. Resolved quickly. No impact on others on environment.
2	Minor	Minor injury/harm ; First aid needed, temporary impact, minor damage
3	Moderate	Injury; Possible hospitalisation or attendance at hospital, police involvement, impact on others, harm may have implications for the future
4	Major	Single death &/or long-term illness or multiple serious injuries, multi-agency involvement, major damage requiring long term recovery, levels of company exposure
5	Catastrophic	Fatality(ies) or permanent disability or ill-health, profound and enduring effects on others and environment, criminal acts, high level of company exposure

Appendix 2: Shared Risk Protocol

Shared Risk Approach Protocol

The involvement, collaboration and joint decision making concerning a pupil is essential in ensuring effective care and support. A shared risk approach demonstrates good practice as the risk is considered from the perspectives of all professionals involved to strengthen the management of the risk and reduce the likelihood of harm.

* **High Risk** – as it is first assessed **before** control measures are applied



ACTION

1	2	3	4	5	6
Identify all relevant professionals who need to be consulted/ involved in the decision making processes	Request a meeting or agree a process for the collaborative review of risk, risk assessment and decision making	Collaboratively reach decision about managing risk. Areas of agreement and disagreements to be recorded by Keys Group staff. Decisions to be challenged professionally where necessary.	Decisions to be recorded during meeting. Minutes/ decisions/ actions recorded by Keys group staff.	Decisions made/ new risk actions to be consolidated in risk management plan. If risk remains high escalated to Managing Director. Share RA and decision making pro forma with all agencies involved. Agree how those agencies not involved in the process will be informed of decisions taken.	Continue to monitor and evaluate and escalate further if risk/ concerns remain high

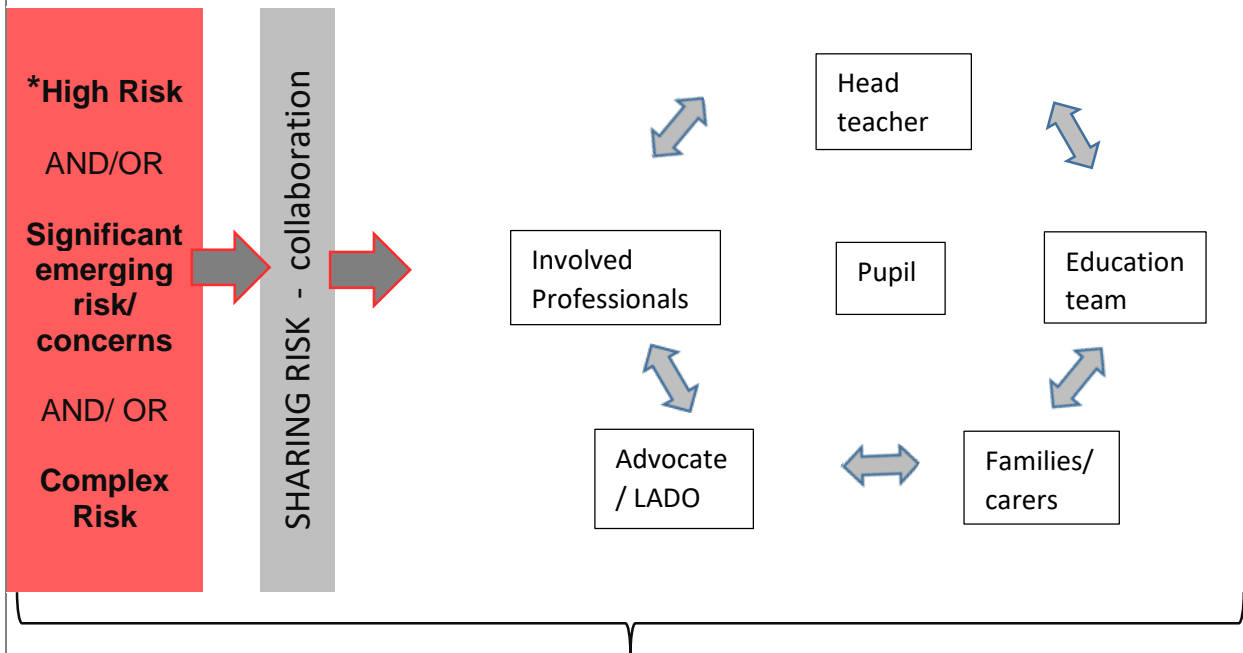
Appendix 3: Shared Risk Approach Pro forma

SHARED RISK APPROACH	
<p><i>This document should be completed when the Shared Risk Approach Protocol is initiated as a result of a high risk/ significant concern being identified. The Shared Risk Approach pro forma must be completed to document the decision making process. All professionals involved in the decision should be recorded, - this includes those from external agencies as well as internal colleagues such as therapists and special advisors. The person completing this form must clearly record the decision that has been reached as well as any disagreement and follow up actions. N.B. Where appropriate family/ and or carers and pupils should be part of the shared risk approach process.</i></p>	
Shared Risk Approach – Pro forma	
Details:	
Person completing this form: (name and role)	Full name and job title to be recorded.
Keys staff involved in the decision:	List all staff who were present/ involved in the decision making around this risk/ concern.
Professionals (internal and external) involved in the decision:	List all professionals who were present/ involved in the decision making around this risk/ concern.
Others involved:	List any other relevant individuals who contributed to the decision e.g. parents/ carers, family/ friends.
Date decision made:	Date the decision was made – this is often going to be the date of the meeting that took place in which the decision was made
Risk Decision:	
Risk details including details of all person(s) affected:	Record here why the <i>Shared Risk Approach</i> protocol has been initiated. Detail the risk/ concern that required multi-agency input.
Proposed risk management actions:	Record the decision/ proposals for managing the risk that has been agreed with those involved.
Did all parties agree?	Yes <input type="checkbox"/> NO <input type="checkbox"/> (if no, note disagreement below)
Any disagreement/ concerns highlighted:	If there have been any disagreements ensure that these are recorded. This is particularly important if the care team are not confident in what the wider multi-agency team has requested.
Any subsequent actions agreed:	Agree with the multi-agency team what further action will be taken following the implementation of the new risk management proposals. For example if the care team are not confident in the proposed plans – it may be that you agree to monitor the risk and revisit it as a multi-agency in two weeks' time.
How have those agencies not directly involved in the discussions be informed of the outcomes	List those who have not been involved in the decision making and how you will notify them about the decision that has been agreed.

Shared Risk Approach Protocol

The involvement, collaboration and joint decision making concerning a pupil involving key people that are involved in that pupil's education. A shared risk approach demonstrates good practice as the risk is considered from the perspectives of all professionals involved to strengthen the management of the risk and reduce the likelihood of harm.

* **High Risk** – as it is first assessed **before** control measures are applied



ACTION

1	2	3	4	5	6
Identify all relevant professionals who need to be consulted/involved in the decision making processes.	Request a meeting or agree a process for the collaborative review of risk, risk assessment and decision making.	Collaboratively reach decision about managing risk. Areas of agreement and disagreements to be recorded. Decisions to be challenged professionally where necessary.	Decisions to be recorded during meeting. Minutes/decisions/actions recorded by education team.	Decisions made/new risk actions to be consolidated in risk management plan. If risk remains high escalated to Managing Director. Share RA and decision making pro forma with all agencies involved. Agree how those agencies not involved in the process will be informed of decisions taken.	Continue to monitor and evaluate and escalate further if risk/concerns remain high

Appendix B

Shared Risk Protocol Pro Forma

Shared Risk Approach – Pro Forma			
<p>This document must be completed when the Shared Risk Protocol is initiated as a result of a high risk/complex concerns being identified. This form will document the decision-making process in the management of risks. All professionals involved in the decision-making process should be recorded on this form. This includes professionals from external agencies as well as internal colleagues such as Therapists and Special Advisors. The completed proforma will form a safety plan to be followed alongside the relevant risk assessments. Where appropriate family/ and or carers and pupil's should be involved.</p> <p>The shared risk and safety plan will be reviewed at regular intervals, normally fortnightly or more frequently where required. The process is not intended to be a permanent measure but will support the management of immediate high and complex risks.</p>			
Detail:			
Person completing this form: (name and role)			
Keys Group staff involved in the decision:			
Professionals (internal and external) involved in the decision:	Agency	Name	Role
Others involved:			
Date decision made:			
Date risk to be reviewed.			
Risk Decision(s):			
Name of pupil:			
Risk details including details of all person(s) affected:			
Specify which risk assessment (s) have been identified as high and or complex Include the risk assessment score			
What are the protective factors			

What is working well			
What would be the key indicators of the risk level reducing			
Who is responsible for undertaking the risk management actions (by when) Specify name and agency	Risk Management Action	Who	When
Did all parties agree?	Yes <input type="checkbox"/> NO <input type="checkbox"/> (if no, note disagreement below)		
Any disagreement/ concerns highlighted:			
Any subsequent actions agreed:			
What action will be taken if risk is not found to be reducing			
How have those agencies not directly involved in the discussions be informed of the outcomes			
Date of next Shared Risk Protocol Meeting.			

Individual Risk Assessment

Pupil Name:		Date of birth:	
School:		Date:	
Author:			
Who contributed:			
Revision dates:	1.	2.	3.
			4.
			5.

1. RISK

Risk Title:			
Residual Risk Level: (Complete at the end)	Low <input type="checkbox"/>	Med <input type="checkbox"/>	High <input type="checkbox"/>
Assessing <u>residual</u> risk: (After all risk control measures have been implemented)			
Likelihood score:		Consequence score:	
		Residual risk score :	

2. UNDERSTANDING THE RISK

Risks to whom:	
Previous Occurrences / Historical Information:	
Hazards (potential source of danger):	
Triggers (something that happens before a particular event or situation):	
Indicators (sign or signal):	
Assessing <u>presenting (inherent)</u> risk: (Before any risk control measures have been implemented)	
Using the Risk Rating Matrix (Appendix 1) score the inherent risk before the control measures are put in place. The risk score is the likelihood score multiplied by the consequence score.	
N.B. Ensure the Share Risk Protocol is adhered to when assessing high risks/concern to ensure that relevant parties are involved in decision making.	
Likelihood score:	
Consequence score:	
Inherent risk score:	

3. CONTROL MEASURES (Including clinical strategies where applicable)

LIKELIHOOD

5	5	10	15	20	25
4	4	8	12	16	20
3	3	6	9	12	15
2	2	4	6	8	10
1	1	2	3	4	5
0	1	2	3	4	5

CONSEQUENCE



Individual Pupil Risk Assessment

Name:		Date of birth:			
School:		Date:			
Author:					
Who contributed:					
Revision dates:	1.	2.	3.	4.	5.

Assessment of risk	Risk Score	Risk Level	Updated on	Updated by
Absconding- running into traffic				
Allegations (also see Safeguarding)				
Arson				
Attendance				
Bullying/Negative Interactions				
Criminal Activity				
Eating Disorders				
Medication				
Personal Hygiene				
Contextual Safeguarding Risks				
Self-Injurious Behaviour				
Sexualised Behaviour inc social media				
Smoking/Vaping				
Substance misuse				
Transportation				
Violence and Threats of Violence				



1. RISK					
Risk Title:		Attendance			
Residual Risk Level: (Complete at the end)		Low		Med	
				High	
Assessing <u>residual</u> risk: (After all risk control measures have been implemented)					
Likelihood score:	5	Consequence score:	1	Residual risk score:	5
2. UNDERSTANDING THE RISK					
Risks to whom:					
Previous Occurrences / Historical Information:					
Hazards (potential source of danger):					
Triggers (something that happens before a particular event or situation):					
Indicators (sign or signal):					
Assessing <u>presenting (inherent) risk</u> : (Before any risk control measures have been implemented)					
Likelihood score:	5	Consequence score:	1	Inherent risk score:	5
3. CONTROL MEASURES (Including clinical strategies where applicable)					
Before:					
During:					
After:					



1. RISK					
Risk Title:		Bullying/Negative Interactions			
Residual Risk Level: (Complete at the end)		Low	Med	High	
Assessing <u>residual</u> risk: (After all risk control measures have been implemented)					
Likelihood score:	3	Consequence score:	2	Residual risk score:	6
2. UNDERSTANDING THE RISK					
Risks to whom:					
Previous Occurrences / Historical Information:					
Hazards (potential source of danger):					
Triggers (something that happens before a particular event or situation):					
Indicators (sign or signal):					
Assessing <u>presenting (inherent)</u> risk: (Before any risk control measures have been implemented)					
Likelihood score:	3	Consequence score:	2	Inherent risk score:	6
3. CONTROL MEASURES (Including clinical strategies where applicable)					
Before:					
During:					
After:					



1. RISK				
Risk Title:		Vaping on site		
Residual Risk Level: (Complete at the end)		Low <input type="checkbox"/>	Med <input type="checkbox"/>	High <input type="checkbox"/>
Assessing residual risk: (After all risk control measures have been implemented)				
Likelihood score:	5	Consequence score:	2	Residual risk score: 10
2. UNDERSTANDING THE RISK				
Risks to whom:				
Previous Occurrences / Historical Information:				
Hazards (potential source of danger):				
Triggers (something that happens before a particular event or situation):				
Indicators (sign or signal):				
Assessing presenting (inherent) risk: (Before any risk control measures have been implemented)				
Likelihood score:	5	Consequence score:	2	Inherent risk score: 10
3. CONTROL MEASURES (Including clinical strategies where applicable)				
Before:				
During:				
After:				

Appendix 1: Risk Rating Matrix

RISK RATING MATRIX						
Consequence Descriptors						
Rating	Description	Harm/Injury				
1	Insignificant	No or only minor personal injury: No lasting impact. Resolved quickly. No impact on others on environment.				
2	Minor	Minor injury/harm: First aid needed, temporary impact, minor damage				
3	Moderate	Injury: Possible hospitalisation or attendance at hospital, police involvement, impact on others, harm may have implications for the future				
4	Major	Single death &/or long-term illness or multiple serious injuries, multi-agency involvement, major damage requiring long term recovery. levels of company exposure				
5	Catastrophic	Fatality(les) or permanent disability or ill-health, profound and enduring effects on others and environment, criminal acts, high level of company exposure				
Likelihood Descriptors						
Rating	Description	Harm/Injury				
1	Rare	Highly unlikely, but it may occur in exceptional circumstances. could happen, but probably never will				
2	Unlikely	Not expected, but there is a slight possibility it may occur at some time				
3	Possible	The event might occur at some time as there is a history of casual occurrence at the service				
4	Likely	There is a strong possibility the event will occur as there is a history of frequent occurrence at the service				
5	Almost Certain	Very likely. The event is expected to occur in most circumstances as there is a history of regular occurrence at the service				
LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
	0	1	2	3	4	5
CONSEQUENCE						
Overall Risk Rating – Colour Key						
		Low (Score of 1-8)				
		Medium (Score of 9-15)				
		High (Score of 16-25)				

WORKBOOK



Risk Assessment & Management

COMPETENCY WORKBOOK EDUCATION



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! The completion of this workbook should be supported with structured supervision and annual appraisal.

All staff who have been signed off as competent must be logged on the training matrix. A competency sign-off form should also be filed in their personnel file.

1. Risk Assessment and Management Education Practice Policy and Procedure

! Before you start to work through this workbook please ensure that you have read the *Risk Assessment and Management Education Practice Policy and Procedure*. You can find it on RADAR by following this pathway. If you have read the policy recently you do not need to read it again.

Documents > Education Universal > Risk Assessment and Management Education Practice Policy and Procedure

Extract from the policy:

Risk is the possibility that an event will occur with harmful consequences for a particular pupil or others they come into contact with. Establishing a clear understanding of risk is central to the work that is undertaken with pupils. Assessment and management of risk is one of the cornerstones of high quality education and the delivery of effective education and good outcomes for pupils. Risk management is a statutory requirement that is underpinned within the Independent School Standards, - but it is also an indispensable element of good education.

Notes

TIP: Note anything that you think is important for you to remember when reviewing the policy

2. Glossary of Terms

Below is a list of term and definitions you will find throughout the policy, the risk assessment form and this workbook. The list of terms are commonly used in the assessment and management of risk and it is here to help you and your colleagues to develop a common language of risk. This in turn will help you work more cohesive and have better clarity when discussing and writing risk assessment.

Term	Definition/ meaning
Indicator	An indicator is a 'thing' that points out the state or level of something. In the context of education it is frequently a behaviour that signals that a situation or event may escalate and the risk increase.

Inherent risk	Inherent risk or presenting risk is the amount of risk that is present before any risk control measures are applied.
Hazard	Potential of danger or something that is dangerous or likely to cause damage or harm.
Protective factors	Any circumstance, event, factor or consideration with the capacity to prevent or reduce the severity or likelihood of harm to self or others.
Residual risk	The amount of risk that remains after the risk control measures have been applied.
Risk	A possibility/ chance that an activity or action could happen and cause harm
Risk assessment	Purposeful gathering and analysis of available risk information. In the context of education , risk assessment is underpinned by professional judgements and structured tool used to inform and determine the level of risk and type of intervention needed to reduce the potential for harm.
Dynamic risk assessment	The process of continually observing and analysing risks and hazards in changing or high risk environment.
Risk factor	A condition or characteristic which at certain levels may be associated with an increased risk
Risk level	The risk level is determined by the multiplication of likelihood and consequence scores (1-5). It is defined in terms of Low, Medium or High risk level e.g. a likelihood score of 4 and a consequence score of 5 equals 20 – a score of 20 represent HIGH risk level.
Risk management	The actions taken, on the basis of assessed risk, that are designed to reduce the level of risk by reducing or eliminating the potential for harm.
Risk score	Risk score is the multiplication of the likelihood score with the consequence score as indicated on the risk rating matrix.
Triggers	A risk trigger is an event that will or may cause a risk to take place. Risk triggers for a given risk are identified during the risk analysis. Understanding risk triggers helps a person develop a more efficient risk response.
Triangulation	Combination of information from a variety of sources in order to determine an outcome or a decision. Triangulating past, current/ presenting risks is an effective way of assessing appropriate management plans.
Shared Risk Approach	Shared Risk Approach is the involvement, collaboration and joint decision making concerning a pupil by involving key people that are involved in that pupil's support. A shared risk approach demonstrates good practice as the risk is considered from the perspectives of all professionals involved, - to strengthen the management of the risk and reduce the likelihood of harm.

3 Legislation

Effective risk management is integral to good education. There are legislations that place a duty on education providers to do everything in their power to safeguard and protect those who are most vulnerable. It is a statutory requirement to identify, assess and manage risks in order to prevent harm to pupils and others.

EXERCISE 1	
1	Review any relevant regulation or quality/best practice standards which are relevant to education in the context of safeguarding and protection. Note some of the key points outlined in legislation/standard.
	Record the key points:

The legislation is clear that you have a duty to identify, assess and manage risks of the pupils you are supporting. As already stated, effective management of risk is a fundamental part of good education. You should always be knowledgeable and clear about what measures are in place to safeguarding/ protect the pupils you work with. Give this some consideration by completing exercise 2.

EXERCISE 2	
1	Imagine during an inspection you are asked what arrangements are in place to keep a pupil you work with safe from harm. Consider one of their risks and think about what your response would be?
	Record the key points:
2	What would you say if you were asked to provide an example of how you help that pupil to keep safe? – what is their safety plan and how do they take responsibility of their safety?
	Record the key points:
3	What would you say if you were asked by the inspector to identify any signs/ indicators that the pupil could be at increased risk?
	Record the key points:

4 Regulator's Expectations - Assessing Risk

The DfE ISS guidance 2019, states:

Having proper policies is still the starting point for good practice in protecting the health, safety and welfare of pupils. They must be regularly reviewed and adjusted in light of experience; they need to be 'living documents', and proprietors are urged to consider how strong the links are between practice and policy. The guidance note suggests that school's policies and safeguarding arrangements should be revised "as soon as possible" following regulatory changes (for example to Keeping Children Safe in Education or Working Together to Safeguard Children).

In relation to risk assessments, the DfE considers that well-run schools will have proper risk assessment across the whole range of their activities affecting pupils. Risk assessment should not be an afterthought or confined to the most obvious dangers for pupils. This standard relating to risk assessment requires schools to consider risk in relation to all activities which could place pupils in serious jeopardy, and during inspections evidence will be sought that this has been done systematically in order to inform the written risk assessment policy required by this standard, and that appropriate action has been taken to reduce any risks that are identified.

The guidance note gives some examples of matters for which schools have sometimes failed to consider risk adequately, including safeguarding risks posed during educational visits, either from staff or from members of the public, and failure to consider dangers posed by other pupils and the risk of pupil-on-pupil abuse, including 'sexting'.

The guidance also recommends that proprietors ensure that their policies and practices in this area are based on "a wide view of what may happen to pupils, not only in schools and but also beyond them".

4.1. The challenge of managing risk well

It is important to acknowledge that managing risk effectively is not easy. Working with pupils, head teachers have to maintain a fine balance between keeping pupils safe and allowing them to take proportionate risks so that they can develop the skills they need and of course thrive.

Often, pupils take risks simply because they don't recognise that the consequences of what they do today and how it may impact on their future. Whether that is bringing them into contact with the police, causing them serious harm, or worse. Their low self-esteem and lack of ability to recognise the difference between excitement and danger make it even more challenging to keep them safe.

Others, due to their complex needs, age or vulnerabilities, are easier to keep safe. But too often inspectors see them experiencing a very limited curriculum – for example, not being allowed to take part in activities that would help them to build skills or not being allowed to

have adventures. This may be because the head teachers are worried about what an inspector might say.

4.2. What do inspectors look at?

Inspectors see all manner of styles and formats of risk assessments. Some are complex, some are very detailed, others less so. Inspectors frequently see very complicated risk assessments, where every possible hazard that could possibly befall a pupil is included but without any reference as to why that **particular hazard is relevant to that pupil**.

Regulators do not prescribe a particular format. What we and they are looking for, is the impact of that assessment on the pupil. Have head teachers and other school staff accurately assessed that the pupil is at risk of harm? **Have they identified the hazards for that particular pupil?** And crucially, have they made arrangements to work with that pupil to reduce the risks?

Inspectors want to see pupils taking part in activities, getting out into the school and wider community, developing skills and being given creative opportunities to access a wide and varied curriculum – taking managed risks.

Good risk management shows an inspector that the head teacher and staff understand each pupil, recognise the triggers for unsafe behaviour and know what steps the staff can take, and do take, to reduce harm. Above all, risk assessments have to be dynamic if they are to be an effective part of the overall plan to look after each pupil.

EXERCISE 3	
1	Think about a pupil you work with – what are all the risks that you are actively managing? What risks are present, the things that worry you; the things that make you anxious about that pupil? Record key points:
2	Are all the things that are risky and worry you, – are they all addressed in risk assessments? Review the pupil's risk assessments and note any gaps. Record your findings:

5 Introducing Contextual Safeguarding

! An understanding of contextual safeguarding will help us to develop risk assessments that are fully informed by risks pupils face outside of school. .

What is Contextual Safeguarding?

Contextual Safeguarding is an approach to understanding, and responding to, pupils experiences of significant harm beyond their immediate school environment. It recognises that the different relationships that pupils form in their families, neighbourhoods, schools and online which can feature violence and abuse. Teacher/ education staff have little influence over these contexts, and pupils experiences of extra-familial abuse can undermine teacher – pupil relationships.

Therefore, teachers/ education staff , child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual safeguarding, therefore, expands the objectives of child protection systems in recognition that pupils are vulnerable to abuse by the virtue of the setting/context.

A **Contextual Safeguarding** approach would recognise that pupil's risk experiencing significant harm in extra-familial contexts, and seek to include these contexts within prevention, identification, assessment and intervention **safeguarding** activities

Carlene Firmin's [work](#) on contextual safeguarding can really help us to think about the different situations that pupil's find themselves in that put them at risk. Please watch this video Contextual Safeguarding: *Re-writing the rules of child protection*; Carlene Firmin; on <https://youtu.be/bCFZQcalgDM>

EXERCISE 4

Identify three things you have learnt about contextual safeguarding that will help inform your risk assessments.

a

b

c

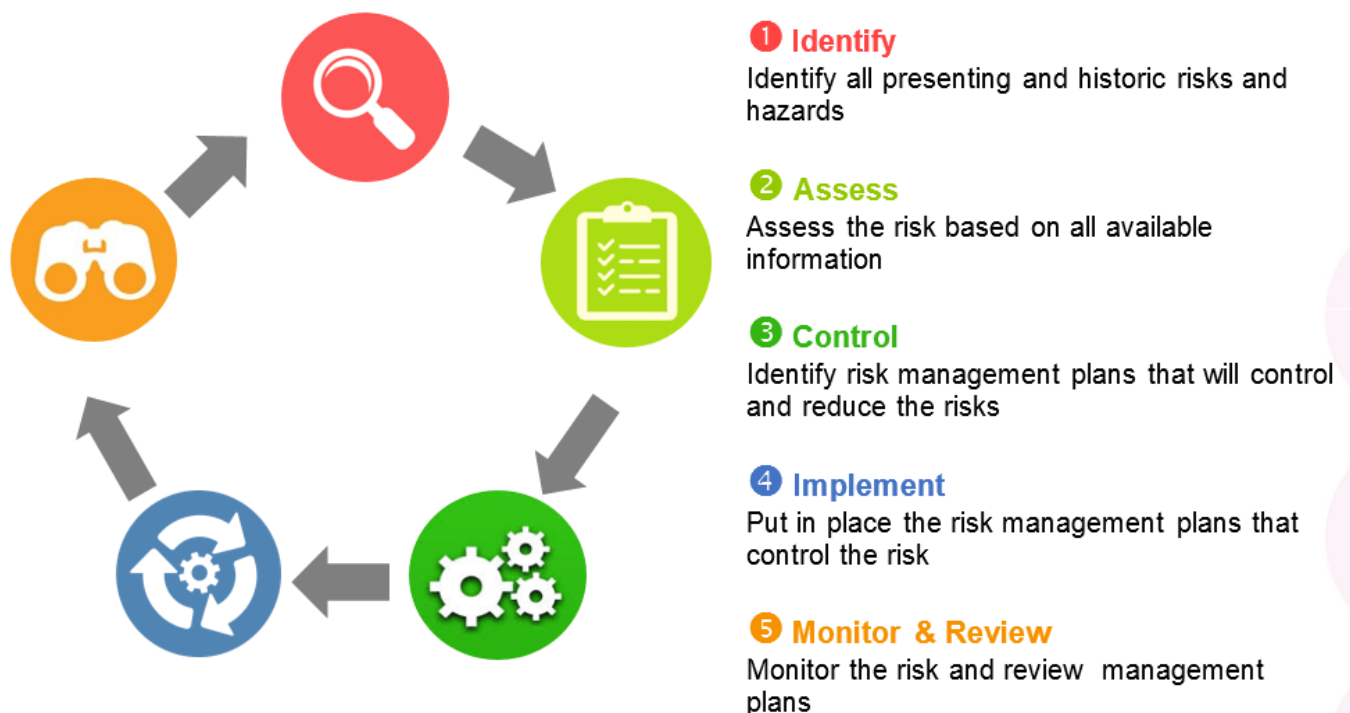
6 Writing Risk Assessments

! When starting to write a risk assessment, remember that they must be clear and without ambiguity. Write a risk assessment as if the person reading it doesn't know the pupil.

A risk assessment is a systematic and continuous process of evaluating the potential risks that may be involved in a projected activity or undertaking. It is the review of all risk information to identify what might cause harm to pupils and decide whether reasonable steps are being taken to prevent harm.

The diagram below depicts the risk assessment and management process. When you are completing a risk assessment you must go through this process; - and please note that this process never ends. New information will come to light, something untoward will happen or a new pupil will enrol at the school and exacerbate risks. This is why the risk assessment and management process is referred to as dynamic – as it doesn't stand still, it can change from day to day or even more frequently.

Diagram 1: Five Stage Risk Assessment & Management Process



Stage 1: The first stage in writing a risk assessment is to gain the best possible understanding of the risk. You need to **identify** what the risk is by exploring various sources of information to help you gain a good understanding from available information.

EXERCISE 5

1

Think about all the sources of information you could explore in trying to understand the risk you may be dealing with? What documents, data, and people would you seek information from to really understand the risk? Put together a brain storm of good sources of risk information.



Stage 2: The second step is to **assess** the level of risk so that you can make a judgement about the level of risk you are dealing with. You need to assess the risk before you put any control measures in place – this is referred to as *inherent risk*. It is important to assess the risk first as the level of risk will determine the type of measures you put in place. For example, a pupil who is low risk of self-harm because they self-harmed some months ago and caused a superficial cut to their arm, – this would not warrant *close monitoring* being implemented. In contrast, a pupil who frequently self-harms and uses all sorts of sharp items to significantly harm themselves - it would be appropriate to closely monitor/ observe them when using sharps e.g. a knife in food technology. The inherent risk level will help you in your judgements to identify control measures that are proportionate to the level of risk.

The initial assessment of risk levels is also an essential step in ensuring that the correct people/ professionals are involved in the decisions about how risk should be managed. This is most relevant when the presenting risks are high or of significant concern or complex. Keys Group adopts a **Shared Risk Approach** - this stipulates the involvement, partnership working and joint decision making around the management of high risks/ complex.

It is important that risks are shared and that the accountability for managing the risks is not owned by the school alone. A shared risk approach also demonstrates good practice. Risk is considered from the perspectives of all people/ professionals involved, - this in turn strengthens the management of the risk and reduces the likelihood of harm.

EXERCISE 6

1

Read through *Shared Risk Approach Protocol* that forms part of the *Risk Assessment and Management Education Practice Policy and Procedure* (you will find it in Appendix 1 of the policy).

Imagine you have a pupil in your care at school that is presenting with a high risk that you and your colleagues have to manage. Applying the shared risk approach protocol, think about and list all people/ professionals who would need to be consulted in the decision about managing the risk.

2	What would you do to ensure that those involved in the education/ care of the pupil are involved in any decisions about managing the risk? Make a list of bullet point in order of priority all the actions you would take instigating the Shared Risk Approach Protocol.
3	What would you do if you were not in agreement with the proposed course of action for managing the risks?

Risk levels are also assessed (or re-assessed) after all control measures have been put in place. This is referred to as *residual risk*. The purpose of reassessing the risk is to see if the measures that have been put in place have reduced the risk to more acceptable levels. The purpose of any risk control measure is to reduce the risk and the potential for harm. If the measures have not reduced the risk, this is an opportunity to reconsider them and think about how to make them more robust. Risks that are difficult to reduce because of their complexity will often require further multi-agency involvement, and escalation to management.

Stage 3: This is the stage where you put together the risk **control** measures. You must consider all risk information identified at stage 1 and the level of risk you assessed at stage 2. Use this information to guide you in constructing the risk management plan.

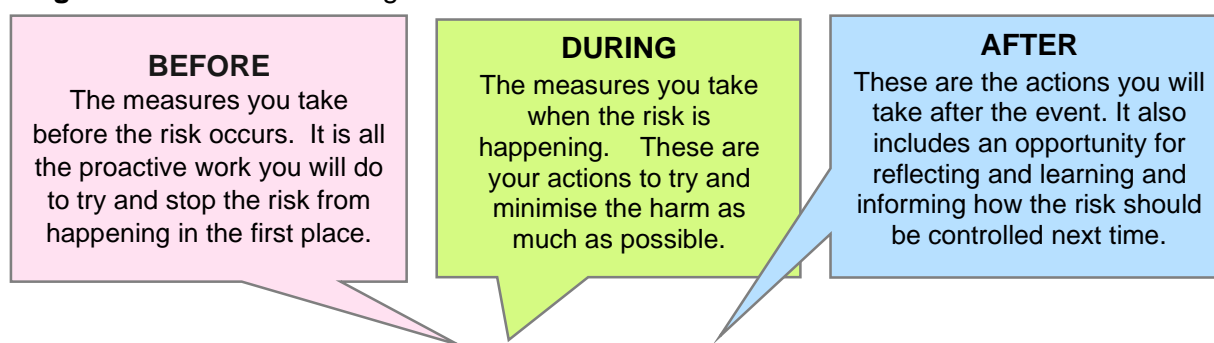
You must also ensure that risk controls agreed during the shared risk decision making are reflected in the risk management plan.

EXERCISE 7	
Below are three examples and the risk level that has been assessed. Note three risk control measures that would be proportionate to the level of risk.	
1	Katie self-harms frequently (3/4 times per week). Last time was yesterday where she caused deep cuts to her arm that required stitching. Based on all available information the risk is being assessed as High :
a	
b	
c	
2	Scott goes missing from school about once a month. He has free time during breaks at the moment, he went missing all day Monday (after morning break) but returned unharmed at the end of the school day. He told a teacher he was at his friend's house and they just "hang out and played x-box". Based on all available information the risk is being assessed as Medium :
a	
b	
c	
3	James self-harmed last week, - the cut was very superficial. He told teachers about it and said he used a ruler. He said he had an argument with his girlfriend during lunchtime which upset

	him. James' last self-harm episode was 2 months ago. Based on all available information the risk is being assessed as Low :
a	
b	
c	

When identifying risk control measures – you need to consider the measures you will take before, during and after to control the risk and/or resulting harm.

Diagram 2: Risk controls stages



It is vitally important that when constructing risk assessments or any other education documents – that you do so with absolute care and attention. Don't forget that risk assessments and other documents pertaining to the pupil's education/ care are legal documents and are written for multiple audiences. They must be written professionally and using appropriate language. You must also remember that teacher/ school staff reading such documents will do so with the same level of care and attention with which they were written. If you produce a document that is poorly written, you cannot expect the staff to read it thoroughly and be confident in what is expected of them to manage the risk. Likewise, documents that are full of spelling errors, poorly constructed sentences and untidy would be deemed poor practice and in this case poor risk management practice.

Appendix 2 of this workbook lists the standards for good reporting writing (**Good Reporting Writing Guide**). Read through the guide and consider each point when you are writing risk assessments, or any education records.

Stage 4: Once risk control measures have been identified and written, the teachers/ education staff must ensure it is **implemented**. This stage is crucial in ensuring that every staff member working with the pupil knows exactly how the risk is being controlled. A risk assessment should always be written with absolute clarity and avoiding statement that can be misinterpreted. When risk assessments are not clear this can lead to risk management plans not being implemented as intended and lead to negative outcomes.

EXERCISE 8	
1	How would you ensure that all staff understand the risk management plans for a new pupil or a new risk for an existing pupil? To start you off you could ensure staff can locate the risk assessments easily and that they have read and signed them. But is that enough? What else could you do to ensure everyone has a good understanding of the risk and how it is being managed?

	Record key points:
2	What about a risk management plan that has been in place for a while? How would you be able to assure yourself that staff are following procedure? And what measures might you take if you don't think the plans are being followed?
	Record key points:

Stage 5: The monitoring and review stage is the last stage in the cycle (but remember it is not the end) and it's where you consider and record how the risk is presenting with all the measures you have put in place. And if those measures are or continue to be effective. The review section should include any multi-agency contributions. It is critical in good risk management practice that all risk assessments are formally monitored by head teachers.

Those people monitoring and reviewing risk assessments need to consider and ensure:

- That the previous occurrences / historical information is an accurate summary detailing information important to this risk assessment and that this is updated in light of any new information.
- The level of risk is correct based on available information and professional judgement; and it is updated in light of any new risk information.
- That the risk control measures in place are appropriate for the level of risk.
- The risk assessment is reviewed following any untoward events, particularly if the event is significant that a reconsideration of risk control measures and risk score is needed.
- That where changes have been requested, - that these have been made e.g. following EHCP/ PEP review or professionals' meetings.
- That the risk assessment refers to any clinical strategies deemed necessary.
- That the risk assessment provides the information that staff working with the pupil will be able to readily use without any confusion or uncertainty.
- That the risk assessment is not just a chronology of incidents but considers the risk controls following an untoward event and if they are effective. The review should also acknowledge any limitations of any control measure.
- The comments in the review section must conclude whether or not the risk assessment is correct and fit for purpose. If changes are required then the comments must make it clear what changes are needed and this should then be added to the controls measures.
- Don't forget that any changes made need to be flagged to all staff working with the pupil and risk assessments that have been revised must be read and signed by staff.
- The risk assessment must be fully reviewed, in its entirety at least every term.

7. Putting your learning into practice

This is now your opportunity to put your learning into practice. In this exercise you will be writing a risk assessment. Identify a pupil and an area of risk that you will focus on. Discuss this with your manager to help you identify the best example to practice your risk assessment writing skills. You may have identified a risk in exercise 2 that has not been addressed or a risk assessment that doesn't provide the clarity and robustness you know it should.

Using the new risk assessment template follow the process in constructing the risk assessment. Utilise all the learning from reading the policy and working through this workbook. Use the guidance in Appendix 1 to further support you with this exercise. Also refer to the *Good Reporting Writing Guidance* in Appendix 2.

Exercise 9	
a	Complete 'Previous occurrences / Historical information' section. What sources of information did you use to get a really good understanding of the risk
	Record key points:
b	Assess the inherent (presenting) risk: Why did you score it as you did? Record a rationale for his.
	Record key points:
c	Complete the control measures (before, during after) section. Once you have done so with your line manager consider the risk controls and if they are sufficiently robust and and/or proportionate. Record what changes were made following the review with your colleagues. What and how has it changed?
	Record key points:
d	Consider if any of the measures that have been proposed require special approval/ authorisation? Please note below what they are and who needs to approve them. N.B. If the measures do not need any special authorisations – consider what type of measures would need authorisation and would authorise them.
	Record key points:
e	How and with whom will you share the risk assessment? How will you be assured everyone relevant understand the risk management plan and is in agreement. Record the steps you would take to ensure understanding and agreement.
	Record key points:
d	This should be completed collaboratively with the Line Manager/ Head teacher: Share the final risk assessment with the team in a team meeting. Discuss the new risk assessment/ changes that have been made as well as staff expectations. N.B. This meeting must be minuted to provide assurance that the new risk assessment has been discussed and understood by the wider team.
	Record the key points discussed and any queries staff had. Note if any further changes had to be made to the risk assessment following staff discussion:

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The last exercise is to give you an opportunity to record a risk assessment review. Follow the guidance in this workbook (stage 5), - remember that your review needs to provide sufficient assurance that the risk is being monitored and the effectiveness of the risk control measures are being evaluated.

Exercise 10	
Identify a risk assessment that either you or another colleague reviewed. Copy the review into the section (Before) and rewrite the review (AFTER) with the things you have learnt.	
BEFORE:	
AFTER:	

8. Reflecting on your learning

Take some time to reflect by flicking back through this workbook. What did you learn from completing it and how will you embed this into your everyday practice.

What I learnt:
Applying it to my practice:

9. Completion sign-off

Once you have complete all the required sections of this workbook and written a risk assessment for a pupil in the school - ensure it is signed as completed by you and your line manager. It is not mandatory but it may be useful to further enhance your learning.

This book can be retained by the staff member or can be filed in the personnel file. A competency sign off form should also be completed and filed.

Your signature:		Date:	
Line Manager:		Date	

10. Appendices

Appendix 1: Individual Risk Assessment *Guidance Document*

Individual Risk Assessment

(Guidance document)

NOTE: The new *Individual Risk Assessment Template* should only be used after the completion of the Risk Assessment & Management – Quality Workshop. This workshop is essential training for all Regional Managers and Head Teachers.

A risk assessment is a systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking. It is the review of all activity to identify what might cause harm to people and decide whether reasonable steps are being taken to prevent that harm.

Risk assessments must be clear written and without ambiguity. A risk assessment document should be written as if the person reading it doesn't know the pupil.

Name:	Pupil's Full Name	Date of birth:	00/00/00
School:	Name of school	Date:	Date Risk Assessment first written
Author:	The name of the person who wrote the risk assessment.		
Who contributed:	The names of any other people who have contributed the risk assessment.		
Revision dates:*	1. Record a revision or update date	2. Record a revision or update date	3. Record a revision or update date
	4. Record a revision or update date	5. Record a revision or update date	

*Revision date should be recorded when changes have been made to the risk assessment. If you review a risk assessment but no changes have been made, do not record a revisions date. However, do record the review in the review section.

1. RISK	
Risk Title:	
Residual Risk Level:	<p>Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/></p> <p><i>To be completed at the end</i></p> <p>Whether the risk is Low (Green) Medium (Amber) or High (Red) - it is dictated by the calculated risk score and where it falls within the risk rating matrix. For the example a livelihood score of 2, and consequence score of 3 would equal 6, - this indicates a LOW risk.</p>
Assessing <u>residual</u> risk: (After all risk control measures have been implemented)	

When completing this section it is important that it is completed after all risk control measures have been considered and included, and that the risk is being scored AFTER the measures are in place. It is helpful to discuss with colleagues what you think the level of risk is and what the score should be. Again use the Likelihood and Consequence descriptors to guide your decision.

N.B. Residual risk should decrease after all control measures have been implemented. If the risk score has not reduced you may need to reconsider the strategies and/or seek advice from other professionals involved in the education/ care of the pupil.

Once you have scored the residual risk, tick the correct risk level box above (Low; Medium; High)

Likelihood score:

Consequence score:

Residual risk score:

2. UNDERSTANDING THE RISK

Risks to whom:

Describe here who is at risk. This is almost always the pupil but may also be staff, other pupils, members of the public – depending on what the risk is.

Previous Occurrences / Historical Information:

The information to complete this section would be based on (this list is not exhaustive):

- Historical information
 - Referral documentation
 - Clinical and other assessments
 - Court Reports
- Make references to specific reports (incl. names and dates) which others can check. If information has been given verbally state by whom and when.
 - Make sure historic information is recorded in the past tense and where the information was found is clearly referenced.
 - Summarise briefly previous incidents and add dates where possible to enable cross referencing.
 - Record what was learnt from that incident and what was put in place to reduce risk.
 - **N.B.** Focus on the most significant events where the consequences were or had the potential to be significant. Do not add the dates of e.g. every missing from school episode.
 - Summarise previous behaviour and what was learnt from this.

Hazards (potential source of danger):

A hazard is a potential of danger or something that is dangerous or likely to cause damage or harm. An example of a hazard would be the dangers faced by a pupil when they are missing from school or absent without authority e.g. accident, exploitation, substance use etc.

Triggers (Something that happens before a particular event or situation):

When considering triggers it is important to reflect on knowledge of the pupil as triggers for behaviour will be known and documented in other records. For example, knowing that a pupil may struggle with their reading, - *being asked to read aloud in class* in this example is the trigger.

Indicators (sign or signal):

- An indicator is a 'thing' that indicates the state or level of something. In this context it is frequently a behaviour that indicates that a situation or event may escalate and risks may increase.
- Be detailed around their behaviour, be specific with what they do/could display if they are anxious/tired/heightened. Avoid putting verbal and physically aggressive, heightened - explain what you mean by this e.g. swearing, hitting, punching etc.
- Detail why they may be doing/displaying this behaviour. When describing the pupil's behaviour, be specific. What does a low mood look like for that pupil? What does dangerous behaviour look like for that pupil?

Assessing presenting (inherent) risk: (Before any risk control measures have been implemented)

Using the Risk Rating Matrix (Appendix 1) score the presenting (*inherent*) risks before the control measures are put in place. Use the likelihood and consequence descriptions to guide you in scoring the risk. The risk score is the likelihood score multiplied by the consequence score. Ensure you apply the *Shared Risk Approach Protocol* for risks that are deemed high and/or complex.

Likelihood score:		Consequence score:		Inherent risk score:	
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3. CONTROL MEASURES (Including clinical strategies where applicable)

Before:

Consider what measures are needed to control the risk and reduce the potential for the risk occurring causing harm. These are likely to be the day to day care practices and your knowledge of the pupil. Cross reference these to the behaviour management plan, clinical strategies and other relevant risk assessments.

When writing the control measures consider the following:

- Think about the information that will help someone manage the risk and record this clearly.
- Detail all of the measures you need to put in to place, referring to the policies and procedures for guidance.
- Don't use sweeping statements for example constant supervision. Be specific about how this will work in practice.
- If regular checks are required then this must be recorded. Consider what frequency of checks are required. If for example 15 minute observations are needed then ensure that it clear what staff are expected to observe and record.
- Record exactly the advice that had been given by other professionals including by CAMHS/therapists/specialist advisors.
- What specific coping strategies may help the child e.g. going for a walk // drawing/music/colouring to de-escalate the behaviour and associated risks/harm.
- These may include key work sessions, community meetings, 1-1 supervision etc – but specific how these will take form and what the aim to achieve e.g. fortnightly 1-1 intervention on keeping safe whilst out in the community
- Describe the action that staff need to take to reduce these risks
- When describing what staff should look out for be specific – for example if regularly observing a pupil (every 15minutes) is a control measure, what are they looking for in the pupil's behaviours/ demeanour.
- Consider *Shared Risk Approach* and the proposals for managing risks during joint decision making.
- Be clear and concise. Use appropriate language and write the document with high level of conscientiousness. Remember! - staff with read a document the same level of care and attention as it has been written.

During:

This section covers the action staff need to take during an incident or serious event. Cross reference to the education health care plan, personal education plan, behaviour management plan, clinical strategies and other risk assessments where applicable.

- Think about the information that will help someone manage the risk and record this clearly.
- Detail all of the measures you need to put in to place, referring to the policies and procedures for guidance.
- Don't use sweeping statements for example constant supervision. Be specific about how this will work in practice.
- Record exactly the advice that had been given by other professionals including advice been given by CAMHS/therapists/ specialist advisors.
- What specific coping strategies may help the pupil.
- Describe the action that staff need to take.

After:

This section covers the action staff need to take after an incident or serious event. Cross reference to the education health care plan, personal education plan, behaviour management plan, clinical strategies and other risk assessments. For example, on return from a missing period staff would need to ensure that the pupil was unhurt, welcomed back and ensure that the pupil knows that staff had been concerned and worried about them; pupil debrief.

4. REVIEW & EVALUATION OF RISK

This section identifies who has reviewed the risk assessment and any comments they have made. The purpose of reviewing the risk assessment is to ensure that it is being monitored, particularly in the light of new risk information e.g. untoward events and that the risk control measures are monitored to ensure they are still effective. The review also evidences that multi agency contributions are recorded.

Role	Name	Comments	Date
Head Teacher			
Regional Manager (if applicable)			
Clinician / Clinical Team (if residual risk is high)			
Specialist Team (if applicable)			

Read / Shared with (e.g. Staff; Social Worker; Pupil; YOT & Parent/ Guardian including date shared):

I have read and understood this risk assessment

Name	Role	Sign	Date

RISK RATING MATRIX

Calculating risk score:

Use the *Risk Rating Matrix* below to assess the likelihood and consequence of a risk occurring - if the *inherent* risk high (16-25) – you should initiate the *Shared Risk Approach Protocol*.

If you are reassessing the risk after all control measure and the residual risk is high – this is likely to need Responsible Individual (RI) and/or Director for sign off.

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
	0	1	2	3	4	5
		CONSEQUENCE				

This is the left hand column of the risk rating matrix and represents the risk of something happening

LIKELIHOOD DESCRIPTORS

Rating	Description	Likelihood of occurrence
1	Rare	Highly unlikely, but it may occur in exceptional circumstances. It could happen, but probably never will.
2	Unlikely	Not expected, but there's a slight possibility it may occur at some time.
3	Possible	The event might occur at some time as there is a history of casual occurrence at the service
4	Likely	There is a strong possibility the event will occur as there is a history of frequent occurrence at the service
5	Almost certain	Very likely. The event is expected to occur in most circumstances as there is a history of regular occurrence at the service

This is the bottom row of the matrix and rates how serious it might be if the risk happened.

LIKELIHOOD DESCRIPTORS

Rating	Description	Likelihood of occurrence
1	Rare	Highly unlikely, but it may occur in exceptional circumstances. It could happen, but probably never will.
2	Unlikely	Not expected, but there's a slight possibility it may occur at some time.
3	Possible	The event might occur at some time as there is a history of casual occurrence at the service
4	Likely	There is a strong possibility the event will occur as there is a history of frequent occurrence at the service
5	Almost certain	Very likely. The event is expected to occur in most circumstances as there is a history of regular occurrence at the service

Appendix 2: Good Reporting Writing Guide

PUPIL CENTRED: Remember, any education record is written for multiple readers e.g. your manager, parents/ guardians, social worker, staff working with the pupil - but the most important reader is the pupil themselves. You need to bear in mind the importance of the record for the pupil you are supporting not just now but also in the future. Recording should be as pupil-centred as any other part of your practice. You may have recorded on hundreds of education records/ files, and on every one, you will have been pushed for time. But each file is an important document and has the potential to shape significantly the educations that pupil receives, and by extension the life they lead.

ACCURATE: Whatever it is you are expressing – fact or opinion – state accurately what is happening, or what you believe, and avoid vagueness wherever you can. Saying ‘the food technology room was in a terrible state’ may be quicker than saying ‘the food technology room had 8 saucepans on the floor (with some food in them), some of this food had spilled onto the floor, and I saw a tap left on over a sink which had the plug in and overflow blocked with paper towels.’. Recording in accurate terms like this avoids any possible value judgements and is more helpful to a colleague who might visit and see a room that is still in a ‘terrible state’, but where there are only 6 saucepans on the floor and a clear/empty sink, and who therefore can note a significant improvement. Importantly, this would help the pupil themselves, whose efforts to get on top of things would be recognised, rather than overlooked.

REAL: A challenge in education recording is that among the various potential readers is the pupil about whom the record is being kept. This can lead to vague wording, particularly when aspects of a pupils’s behaviour may be causing them or other people difficulties. So phrases appear such as ‘inappropriate sexual behaviour’, which could cover a huge range of things from serious assaults to ill-advised comments. These comments may still be distressing, but may prompt a different set of responses to criminal assaults.

TIMELY: Clearly, everything that goes to make up a good education record; – pupil-centeredness, accuracy, detail, reflection, and analysis, is easier to achieve if a record is made promptly, when things are fresh in the memory. And while leaving writing up your notes for another time is always tempting given the pressures on education staff, leaving a record incomplete can hamper your colleagues if they are working with the pupil, and can of course disadvantage that pupil significantly. From the inconvenience of receiving a phone call twice because the first one wasn’t recorded, to missing out on a place at college because a tutor hadn’t noted down that a College had called asking for a reference. There can be clear negative consequences from delayed recording.

EVIDENCE BASED: Not every observation you make has to be backed up by an article in a peer-reviewed journal, but you must make sure that you can substantiate what you’re saying. So, if you are stating a fact, be sure that it’s an accurate one. If it is an opinion, make sure you can back it up with evidence from what you’ve seen or heard.