



Culmore Primary School

Risk Assessment Policy

Date Approved by Board of Governors	Review Date
Sept 2019	Sept 2020

Principal's Signature

Signature of Chairperson (Board of Governors).....

Date:

INTRODUCTION

This policy is intended to assist the school in their legal and ethical responsibilities in considering and managing risks. Essentially risk management helps to contemplate dangers that may arise in the work environment and then put in place sensible ways to control.

Management of Health and Safety at Work Regulations 2000, requires the school to undertake regular risk assessments and take any necessary action arising from these according to provisions set out in the Health and Safety policy and elsewhere. Assessments need to be suitable and sufficient when reflecting the risks that could arise and necessary action.

A risk assessment is finding out what could cause harm to people and deciding if you have done enough or need to do more to protect them.

The Principal is responsible for making sure that risk assessments are completed, logged and effectively monitored. Subsequently reviews are conducted, by relevant staff, when there is any change to equipment or resources, any change to the school's premises, or when particular needs of a child or other visitor necessitate this.

The Principal is responsible for making changes to the school's policies or procedures in the light of any potential risks that they or other members of staff discover.

A visual inspection of both the equipment and the entire premises – both indoor and outdoor – will be carried out daily. This will, ordinarily, be carried out by a designated member of staff (Caretaker) on arrival at the school and will be completed before any children arrive.

During the school day, staff will be vigilant and continuously aware of any potential risks to health and safety arising from:

- the School's environment, both indoors and outdoors;
- all surfaces, both indoors and outdoors;
- all equipment used by children or staff.

On discovering a hazard, staff will take all steps necessary to making themselves and any other people potentially affected safe. They will then notify the Principal and ensure that a record is made in the Incident Record Book. The Principal ensures any necessary action is taken and by whom

The Process of Risk Assessment

What can be risk assessed?

A risk assessment can be undertaken on an object or substance, a process, a location, an activity, or a person. It is a five step process:

Step 1: Identify the hazards

Step 2: Decide who might be harmed and how

Step 3: Evaluate the risks and decide on precautions

Step 4: Record your findings and implement them

Step 5: Review your assessment and update if necessary

What is a hazard?

A hazard is anything which can cause harm e.g. electricity, chemicals, etc.

What is risk?

Risk is the likelihood, high or low, that somebody could be harmed combined with a warning of how serious the harm could be.

Risk Assessment Matrix				
Impact of Risk (Consequence)	Major	Medium	High	Extreme
	Moderate	Medium	Medium	High
	Minor	Low	Medium	Medium
Seriousness of Risk = Probability x Impact		Unlikely (0-33%)	Moderately Likely (33%-66%)	Highly Likely (66%-100%)
Probability of Risk (Likelihood)				

Likelihood	Risk mitigation actions
Unlikely	These risks should be recorded, monitored and controlled by the responsible staff
Moderately	These risks should be recorded, monitored and controlled with mitigation actions to reduce the likelihood and seriousness identified and appropriate actions to be identified and endorsed at senior management level.
High & Above	This level of risk could pose a significant impact on an individual/group of individuals or overall school community. No risks assessed as 'high' will be taken by the school. The principal and appropriate others should be advised of identified risks that have been graded at this level.

Evaluating the risk

Having spotted the hazards, you then have to decide what to do about them. The law requires you to do everything 'reasonably practicable' to protect people from harm. You can work this out for yourself, but the easiest way is to compare what you are doing with good practice. There are many sources of good practice, for example HSENI's website (www.hseni.gov.uk) CLEAPSS, etc.

So first, look at what you're already doing think about what controls you have in place and how the work is organised. Then compare this with the good practice and see if there's more you should be doing to minimise harm.

When controlling risks, apply the principles below, if possible in the following order:

- try a less risky option (e.g. switch to using a less hazardous chemical);
- prevent access to the hazard (e.g. by guarding);

- organise work to reduce exposure to the hazard (e.g. put barriers between pedestrians and traffic);
- issue personal protective equipment (e.g. clothing, footwear, goggles etc.); and
- provide welfare facilities (e.g. first aid and washing facilities for removal of contamination).

Involve staff, so that you can be sure that what you propose to do will work in practice.

THE RISK ASSESSMENT

The Health and Safety Executive (HSE) defines a risk assessment as “a careful examination of what in your work could cause harm to people so that you can weigh up whether or not you have taken enough precautions or should do more to prevent harm”. The assessment will help you to identify the likelihood of harm and whether you can reduce the risk to a reasonable level, through the introduction of control measures.

The five step process is as follows:

Step 1: Identify the hazards

Divide your work into manageable categories considering:

- Location
- Activities
- Equipment
- People

Identify the Hazards:

- Chemical – paint solvents/exhaust fumes
- Biological – bacteria
- Physical – noise/vibration
- Psychological – occupational stress

Step 2: Decide who might be harmed and how

For each hazard you need to be clear about who might be harmed, identify the groups of people – such as staff members or members of the public/pupils. Identify how they might be harmed i.e. what type of injury or ill health might occur.

Step 3: Evaluate the risks and decide on precautions

Consider how likely it is that each hazard will occur and what control measures you already have in place. Have the control measures in place got rid of the hazard altogether or reduced the risk so that harm is unlikely, if the task has not been adequately controlled what further actions are required. If any further actions are required the name of the person responsible for actioning the task should be recorded along with the projected completion date with the actual completion recorded in the completed column.

Step 4: Record your findings and implement them

Putting the results of your risk assessment into practice will make a difference when looking after our staff.

Writing down the results of your risk assessment, and sharing them with the staff, encourages you to do this.

Step 5: Review your assessment and update if necessary

Risk assessments need to be reviewed and if necessary updated every year. However a review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

TYPES OF RISK ASSESSMENTS

There are three different types of risk assessments. These are generic, specific and dynamic.

Generic activities are those which although they are carried out at different times and locations, the hazards and risks are largely the same and do not change. For this type of activity generic risk assessments can be produced as a model for guidance only.

A *specific* risk assessment may be applicable where the hazards and risks are only applicable to a certain activity and also where there is a requirement in legislation to undertake a specific assessment for example COSHH, new and expectant mothers.

A *dynamic* risk assessment is a continuous process of identifying the hazards that occur in for example an emergency situation, assessing the risks and taking immediate action to eliminate or reduce these to an acceptable level.

GENERIC RISK ASSESSMENTS

Figure 1 is an example of the “Five steps to risk assessment”. Aiming to identify hazards in the school environment, associated risks and also a range of control measures that should be in place to eliminate or reduce risks. The form needs to be adapted by a competent person from the school, who can complete the rest of the form having considered the generic hazards, risks and control measures listed on the form and adding any specific items identifies.

Figure 1

		Activity				
Assessment carried out by:		Date				

What are the hazards?	Who might be harmed and how?	Existing controlled measures. What are you already doing?	What other further action is necessary?	Action by who?	Action by when?	Completed
					Review date	



HOW TO ADAPT A GENERIC RISK ASSESSMENT

The person carrying out the assessment would take the following steps:

1. Review the list of hazards and decide if these remain applicable to the task/activity.
2. Review the list of people and the consequences of identified hazard to amend and suit individual school circumstances.
3. Review the list of control measures in place and amend the list to reflect those procedures, safe working practices that have been implemented within the school.
4. A decision should then be made to determine whether the task/activity is adequately controlled. If additional control measures are identified these should be listed.
5. Those assigned responsibility for ensuring that the control is put in place should sign the assessment with a projected completion date.

When actions/controls have been completed, the assessment form will need to be signed off by the person completing the assessment and forwarded to the Principal. Any action that cannot be closed off by the person carrying out the assessment should be brought to the attention of the appropriate person/s, e.g. building supervisor, Principal and a plan put in place to close out such actions. Some actions may be on-going and this should be indicated in the “Action by when” box. It would be good practice that any action plan arising out of the risk assessment process is presented to the Board of Governors for their information, approval and action if required.

The risk assessments will then need to be reviewed and if necessary updated. A review is required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

FURTHER GUIDANCE

If you require any further assistance with completing these generic risk assessments contact the Health and Safety Section.

For guidance on carrying out risk assessments for curriculum activities please check the information available from the following sources:

CLEAPSS School Science Service Laboratory Handbook www.cleapss.org.uk

Education Authority Child Protection Support Service.

Name/ Location of Site	
Description of activities to be undertaken	
Number of children present	
Age of children	
Number of adults present	
Hazards and risk level (Hazard – anything that can cause harm) (Risk – the chance, the high low or medium that someone will be harmed by the hazard)	
Action taken to eliminate /control hazards	
Review date	
Signed	

Appendix 2 – Building Risk Assessment

Classroom Checklist		YES	Further Action Required	N/A
Movement around the classroom (slips & trips)	Is the internal flooring in a good condition?			
	Are there any changes in floor level or type of flooring that need to be highlighted?			
	Are gangways between desks kept clear?			
	Are trailing electrical leads/cables prevented where possible?			
	Is highlighting bright enough to allow safe access and exit?			
	Are procedures in place to deal with spillages, e.g. water, blood from cuts?			
Work at height	Do you have step stool or step ladder available for use where necessary?			
	Is a window opener provided for opening high level windows?			
Furniture & Fixtures	Are permanent fixtures in good conditions and securely fastened, e.g. cupboards, display boards, shelving?			
	Is furniture in good repair and suitable for the size of the user, whether adult or child?			
	Where window restrictors are fitted to upper floor windows, are they in good working order?			
	Are hot surfaces of radiators etc. protected where necessary to prevent the risk of burns to vulnerable young people			
	Is portable equipment stable e.g. a T.V. set on a suitable trolley?			
Manual Handling	Have trolleys been provided for moving heavy objects, e.g. computers?			
Computers & I.T.	If you use a work station as part of your job, has a workstation assessment been completed?			
	Have pupils been advised about good practice when using computers?			
Electrical equipment & Services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment been visually checked and, where necessary, tested at suitable intervals to ensure that it is safe to use? (There may be a sticker to show it has been tested).			
	Has any damaged electrical equipment been taken out of service or replaced?			
Fire	If there are fire exit doors in the classroom are they: <ul style="list-style-type: none"> • Obstructed; • Kept unlocked; and • Easy to open from the inside? 			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable children or adult?			

Heating & Ventilation	Does the room have natural ventilation?			
	Can a reasonable room temperature be maintained during use of the classroom?			
	Are measures in place, for example blinds to protect from glare and heat from the sun?			

Appendix 4

Risk Assessment Pro-forma

Name of Pupil:

DOB.

Age:

Sen Register Code of Practice Stage:

Support To-Date:

Individual Education Plan:

Risk Assessment Completed by:

Date Risk Assessment Completed:

Signed:

Date:

Individuals/Services/Agencies Consulted	Date(s)
Pupil	
Other pupils	
Parent/carer	
Staff	
Other ELB services (please specify)	
External Agencies (please specify)	

TYPES OF BEHAVIOUR CAUSING CONCERN – LEVEL OF RISK, FREQUENCY, PEOPLE TO WHOM BEHAVIOUR DIRECTED

BEHAVIOUR	VERY LIKELY	LIKELY	QUITE POSSIBLE	POSSIBLE	UNLIKELY	FREQUENCY H – HOURLY D – DAILY W – WEEKLY M- MONTHLY T - TERMLY	RISK RATING Likelihood X Frequency (Very Low-Very High)
DISRUPTION:							
Vandalism							
Bullying							
Fighting							
Violent and Aggressive							
Angry outbursts							
Impulsive dangerous behaviour							
Self- harms							
Medically related behaviour							
Threatening and abusive							
Other (please specify)							
PEOPLE TO WHOM							

BEHAVIOUR IS MOST LIKELY EXHIBITED							
Classroom Teacher							
Subject specific teacher (please specify)							
Classroom Assistant							
Technician							
Ancillary Staff e.g. lunch-time supervisors, caretakers)							
Member of SMT							
Male Staff							
Female Staff							
Other Pupils in class							
Other Pupils in school							
Male pupils							
Female pupils							
Younger/older pupils							
Ethnic minority pupils							

RISK ASSESSMENT

ENVIRONMENTS AND TIMES OF GREATEST RISK – FLASH POINTS/HOT SPOTS

LOCATION AND TIME OF BEHAVIOURS	DISRUPTIVE	VANDALISM	BULLYING	FIGHTING	AGGRESSIVE	VIOLENT AND	ANGRY OUTBURSTS	IMPULSIVE DANGEROUS	SELF HARM	MEDICALLY RELATED BEHAVIOUR	THREATENING AND ABUSIVE	OTHER (please specify)
Behaviour during lessons												
Behaviour in practical lessons												
Behaviour going between lessons												
Behaviour in library												
Behaviour in canteen/lunch												
Behaviour at break times												
Behaviour in Playground/Lunch time												
Behaviour on educational trips												
Behaviour off-site												

LOCATION AND TIME OF BEHAVIOURS	OTHER (please specify)	THREATENING AND ABUSIVE	MEDICALLY RELATED BEHAVIOUR	SELF HARM	IMPULSIVE DANGEROUS	ANGRY OUTBURST	VIOLENT AND AGGRESSIVE	FIGHTING	BULLYING	VANDALISM	DISRUPTIVE
Behaviour in PE/Games											
Behaviour on school/public transport											
Behaviour in taxi											
Behaviour if medication not taken											
Other behaviours (please specify)											

RISK EVALUATION

Likelihoods

Very likely 5
Likely 4
Quite Possible 3
Possible 2
Unlikely 1

Frequency

Hourly 5
Daily 4
Weekly 3
Monthly 2
Termly 1

Level of Likelihood	x	Frequency	=	Risk
Very Likely (5)	x	Hourly (5)	= 25	Greatest
Likely (4)	x	Daily (4)	= 16	
Quite Possible (3)	x	Weekly (3)	= 9	
Possible (2)	x	Monthly (2)	= 4	
Unlikely (1)	x	Termly (1)	=1	Lowest

This numerical evaluation of risk is not an absolute but simply affords a pupil's predisposition and risk frequency to be compared.

RISK FACTORS

Score	Risk
25	Very High
15-20	High
8-12	Medium
6-10	Low
1-5	V Low

Appendix 5

RISK ASSESSMENT FOR:	PLAY AREAS & LUNCH AND BREAKTIMES SUPERVISION	
Establishment:	Assessment by:	Date:
1st Review Date Due :	Manager Approval:	Date:

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Y/N/NA	
				In Place	Adequate
Playground equipment	Pupils	Cuts / abrasions, broken limbs, muscular skeletal and other physical injuries	<ul style="list-style-type: none"> Regular checks for defects and reporting of these Inspections of play and sports equipment. Annual maintenance agreement in place and repairs undertaken where necessary. 		

Falls from climbing apparatus		Cuts / abrasions, broken limbs, muscular skeletal and other physical injuries	<ul style="list-style-type: none"> • Restrict and control numbers on apparatus at one time (specify the maximum number of pupils) • Ensure that the equipment is appropriate for the age of the pupils using it. (For some equipment it may be necessary to identify an age or height restriction). • Consider segregating age groups (Specify the age or year groups if appropriate) • Supervision of use required at all times • Apparatus not to be used when wet and slippery. • Clear rules about appropriate behaviour (for example not to hang upside down from monkey bars) • Children to wear appropriate footwear • Ensure that impact absorbing surfaces are present where there is a significant risk of a fall (<i>not required for climbing equipment below 60cm</i>) 		
Play items (eg. Skipping ropes, footballs etc) /		Minor injury from contact, trips and falls	<ul style="list-style-type: none"> • Ensure items are used only for their intended purpose. • Games to be played in appropriate location Zone activities e.g. for ball games / wheeled toys. 		
Bullying		stress, physical injury	<ul style="list-style-type: none"> • School should have an anti-bullying policy • Adult supervisors should be familiar with the policy • Training for supervisors in identification and prevention of bullying 		
Fighting		Cuts/abrasion other physical injury	<ul style="list-style-type: none"> • Supervisors aware of school rules on appropriate behaviour • Supervisors trained in how to deal with this type of situation 		
Rough games		Cuts/abrasion other physical injury	<ul style="list-style-type: none"> • Prohibit inappropriate games from the school 		

<p>Security Unsupervised contact with adults</p> <p>Absconding / children leaving the school grounds unobserved.</p> <p>See also security risk assessment.</p>		<p>Abduction, assault, child protection issues</p>	<ul style="list-style-type: none"> • Maintained, unbreached fencing (no holes or gaps) • Points of access onto the site for visitors minimised with clearly signed routes to the reception • Where possible provide alternative routes for visitors which will bypass playing areas. • Gates closed / secured at break times • Avoid children playing in areas out of sight of supervisors • Areas of site identified as higher risk made “out of bounds” (Identify on a plan) • Supervision levels appropriate for the layout of the site and the play areas, especially in the vicinity of the gates and where there are public footpaths through the school grounds. (Identify on a plan) 		
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			<ul style="list-style-type: none"> • Parental consent obtained for children who need to go home for lunch • Identify any blind spots due to walls, trees, bushes, play equipment, etc. 		
Steps and steep slopes / slips, trips, falls		Cuts / abrasions, broken limbs, muscular skeletal and other physical injuries	<ul style="list-style-type: none"> • Games not to be played on steps • Ensure these areas are gritted in the winter when ice and snow • No running 		
Inadequate response to accidents		Potentially more severe outcome from injury	<ul style="list-style-type: none"> • Adequate numbers of supervision to account for emergency situations (Identify the number of staff and the number of pupils they will be expected to supervise) • Adequate first aid cover should a member of staff report sick • First aid kits located close by in school buildings • Trained first aiders present on the site and available during lunch and break times • Supervisors who do not have first aid training are aware of the action they should take in the event of an injury and what not to do 		
Litter, glass		Minor injuries, cuts / abrasions	<ul style="list-style-type: none"> • Inspection of the area and litter pick as required. 		
Used Needles		Needle stick injury Bloodborne viruses (HIV, Hepatitis B)	<ul style="list-style-type: none"> • Inspection of the area and litter pick (identify measures for preventing needle stick injuries) 		
Dog faeces		infection, Toxicariasis	<ul style="list-style-type: none"> • Where possible prevent dog walking within the school grounds. • Provide signage at school entrance points • Provide equipment so that faeces can be removed safely. 		

Trees, poisonous or thorny plants		Minor injury, abrasion, allergic reaction	<ul style="list-style-type: none"> • Grounds maintenance contract in place which includes a tree survey to identify any foreseeable risks from falling branches etc. • Identify any plants identified as being an irritant or a danger. Educate pupils 		
Hard Surfaces / slips trips and falls		Broken limbs, muscular skeletal and other physical injuries	<ul style="list-style-type: none"> • Ensure that the play areas are even and maintained. • Area periodically checked for missing drain covers, uneven surfaces, etc. • Any areas which become unsuitable will need to be conned off and placed out of bounds until repairs can be undertaken. 		

<p>Staff Supervision Levels.</p> <p>Identify any known site specific hazards which will influence staffing positions.</p> <p>A plan or photographs identifying the location of these hazards and location of supervising staff with zones of control will assist, especially in identifying any blind spots.</p> <p>Examples of site hazards:</p> <p>Steps, walls, play / climbing equipment, gates, blind spots</p>	
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Additional Control Measures <i>(to take account of local/individual circumstances including changes such as working practices, equipment, staffing levels).</i>	Action by Whom <i>(list the name of the person/people who have been designated to conduct actions)</i>	Action by When <i>(set timescales for the completion of the actions – remember to prioritise them)</i>	Action Completed <i>(record the actual date of completion for each action listed)</i>	Residual Risk Rating
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DATE OF REVIEW: <i>Record actual date of review</i>	COMMENTS: <i>Record any comments reviewer wishes to make. Including recommendations for future reviews.</i>			
DATE OF REVIEW:	COMMENTS:			
DATE OF REVIEW:	COMMENTS:			

RESIDUAL RISK RATING	ACTION REQUIRED
VERY HIGH (VH) Strong likelihood of fatality / serious injury occurring	The activity must not take place at all. You must identify further controls to reduce the risk rating.
HIGH (H) Possibility of fatality/serious injury occurring	You must identify further controls to reduce the risk rating. Seek further advice, e.g. from your H&S Team
MEDIUM (M) Possibility of significant injury or over 3 day absence occurring	If it is not possible to lower risk further, you will need to consider the risk against the benefit. Monitor risk assessments at this rating more regularly and closely.

LOW (L) Possibility of minor injury only

No further action required.

Appendix 5 – EXAMPLES OF COMPLETED RISK ASSESSMENT

INDIVIDUAL RISK ASSESSMENT – SCHOOL NAME

Child: XXXX **DOB:**

Date completed: October 2010

<i>Risk Behaviours (in order of priority)</i>	<i>Who is at risk of harm?</i>	<i>What controls are already in place to manage Risk</i>	<i>What additional actions are needed to manage risk</i>	<i>By whom?</i>	<i>By when?</i>	<i>Date completed</i>
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		<i>behaviours?</i>	<i>behaviours?</i>			
Disregard for health and safety and school rules - disruptive, defiant, uncooperative, uncontrollable	<ul style="list-style-type: none"> ▪ XXXX ▪ School staff ▪ Students 	Detention Card system Contact parents Contact EWO Contact Social Worker	<ul style="list-style-type: none"> ▪ Mentoring ▪ Referral to BST ▪ Referral to Extern through Social Worker 	Year Head Year Head	ASAP ASAP	
Leaving the premises without permission	<ul style="list-style-type: none"> ▪ XXXX 	Contact parents Contact PSNI if necessary	<ul style="list-style-type: none"> ▪ Suspension 	Principal	Ongoing	
Physically aggressive outbursts <ul style="list-style-type: none"> ▪ Physical assaults on staff and students ▪ Throwing objects ▪ Mimicking shooting a teacher ▪ Graffiti ▪ Kicking bins and furniture ▪ Damaging stationery ▪ Vandalism in and out of school 	<ul style="list-style-type: none"> ▪ Students ▪ School staff ▪ Property 	Internal suspensions Contact parents Contact Social Worker Contact EWO Detention	<ul style="list-style-type: none"> ▪ Suspension ▪ Referral to BST 	Principal Year Head	Ongoing ASAP	
Verbally aggressive outbursts – verbal abuse, argumentative	<ul style="list-style-type: none"> ▪ Students ▪ School staff 	Detention Internal suspension Card system Contact parents Contact EWO	<ul style="list-style-type: none"> ▪ Suspension ▪ Mentoring 	Principal Year Head	Ongoing ASAP	

		Contact Social Worker				
<i>Risk Behaviours (in order of priority)</i>	<i>Who is at risk of harm?</i>	<i>What controls are already in place to manage Risk behaviours?</i>	<i>What additional actions are needed to manage risk behaviours?</i>	<i>By whom?</i>	<i>By when?</i>	<i>Date completed</i>
Inappropriate sexualized language towards female pupils	<ul style="list-style-type: none"> ▪ Female students ▪ Female staff 	Detention Internal suspension Card system Contact parents Contact EWO	<ul style="list-style-type: none"> ▪ Contact Social Worker ▪ Referral to <i>Action for Children</i> through Social Worker 	DT HOY	ASAP ASAP	
Does not take/listen to direction or support	<ul style="list-style-type: none"> ▪ XXXX ▪ School staff ▪ Students 	Referral to Year Head Internal suspension Card system Contact parents Contact EWO	<ul style="list-style-type: none"> ▪ Suspension ▪ Referral to BST 	Principal Year Head	Ongoing ASAP	
Threatening behaviours – winking at teachers, threatening staff with “friends”	<ul style="list-style-type: none"> ▪ Students ▪ School staff 	Referral to Year Head Internal suspension Card system Contact parents	<ul style="list-style-type: none"> ▪ Suspension ▪ Referral to BST 	Principal Year Head	Ongoing ASAP	

		Contact EWO				
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Signed:

Strictly Confidential: Risk Management Plan (Safeguarding/Child Protection)

Name of School :

Name of Student: **XXXX**

DoB: Age: 17 Year: 14

Completing or assisting with the assessment:

Name(s) of persons:

Designation:

Designated Officer for Child Protection, EA West

School Principal

School Vice Principal

Designated Teacher

Chair of Governors

Social Worker, Gateway Team

Incident: Brief summary of concerns

The identified student, XXXX has presented with behaviours of both a criminal and child protection nature, namely accessing and downloading child abuse images on the internet. As a consequence XXXX is subject to a PSNI investigation and Social Services assessment. Additionally XXXX is subject to PSNI bail conditions which places specified restrictions on XXXX's day to day life including education.

Risk Management Plan

Risk Behaviours (in order of priority)	Who is at Risk?	What actions/controls are necessary to manage the behaviours?	By whom?
Potential physical assault on XXXX by individuals or groups if information about alleged offences becomes known	XXXX	<ol style="list-style-type: none"> XXXX to refrain at all times from referring to the alleged offences or bail conditions XXXX to alert the following if XXXX is concerned about a possible physical attack: ----- If there is sufficient evidence that XXXX may be subject to a physical assault, XXXX is to be taken 	XXXX Relevant staff Parent

		<p>to a “safe place” within the school until XXXX is lifted by parent(s)</p> <ol style="list-style-type: none"> 4. Consider contacting PSNI if necessary 5. Periodic distant supervision of XXXX while in School by relevant staff identified 6. Transport to and from School – parents to transport XXXX to and from school 	
Access to the Internet	XXXX	<p>XXXX is barred from carrying a Mobile Phone or any electronic device with capability of accessing the internet.</p> <p>XXXX will be allowed to use school computers as part of A-level studies. School computers are managed through the C2k filters and are robust in terms of managing identified risks.</p>	XXXX
One to one contact with children under 18 years	<ol style="list-style-type: none"> 1.XXXX 2.The population of children under 18 years old in School 	<p>Meet and greet each morning with either identified staff member to gauge XXXX mood and general presentation. XXXX to openly inform the above named staff regarding any information relevant to managing day to day risks. School will contact Parents to ask them to take XXXX home if there is a cause for concern</p> <p>Parents to maintain close links with named staff to update them with all relevant information.</p> <p>XXXX will be reminded of his responsibilities, by School if necessary, not to place himself in compromising positions bearing in mind his bail conditions and this agreement.</p> <p>Periodic distant supervision of XXXX while in school by identified staff. This will be discreet in terms of distance from XXXX so as not to pinpoint him as a risk.</p> <p>If XXXX goes into town during lunch break, XXXX will be deemed to be in the care of parents and will be their responsibility. At Break time and in the event that XXX</p>	<p>XXXX</p> <p>Teaching staff</p> <p>Parents</p> <p>Relevant staff</p>

		chooses to remain in school at lunch time, XXXX must confine to either the canteen or Sixth Form Centre, save when carrying out duties as a Prefect.	
XXXX's emotional well being	XXXX	If XXXX is feeling particularly vulnerable during the school day XXXX should report to identified staff who will then contact parents. XXXX to cooperate with any recommendations made by GP regarding emotional/psychological health.	XXXX School Staff XXXX Parents
Managing the media/Managing parental queries/Managing Information	XXXX School Staff	Contact to be made with Mrs. Angela Devine, Communications Officer, EA West (02882 411412) regarding any media queries relating to the issues pertaining to XXXX's alleged offences. Contact Mr Nigel McCosker, Corporate Information Services, EA West (02882 411553) regarding any parental queries. Within school, information to be shared with relevant staff on a "need to know" basis	Tasked to identified staff
Date Agreed:	Review Date:		

Risk Management Plan Agreed:

Signed:

_____ (Pupil) _____ (Parent(s))

_____ (Principal) _____ (School)

_____ (Social Worker) _____

Strictly Confidential: Risk Management Plan (Safeguarding/Child Protection)

Name of School : PS

Name of Student:

DoB: Age: 9 Year: 6

Completing or assisting with the assessment:

Name(s) of persons:

Designation:

Designated Officer for Child Protection, EA Omagh Office

School Principal

Head of Service, Behaviour Support Team

Designated Teacher

Incident: Brief summary of concerns

The identified pupil, has presented with behaviours of a child protection/safeguarding nature, namely three failed suicide attempts at the family home, suicidal ideation and low mood. The pupil attempted to hang himself which led to a period of hospital treatment/monitoring and subsequent referral to CAMHS. A strict safeguarding plan has been put into place in the family home by the WHSCT Gateway Team utilising the support of extended family members and a Child Protection Case Conference will be convened to discuss the significant risks for the child.

Risk Management Plan

Risk Behaviours (in order of priority)	Who is at Risk?	What actions/controls are necessary to manage the behaviours?	By whom?
Potential suicide attempts	XXXX	<ol style="list-style-type: none"> 1. Constant supervision of XXXX in School on a long-arm/discreet basis by Class Teachers, Classroom Assistants and relevant others where available. 2. Within PS, information to be shared with relevant staff on a “need to know” basis. 3. Parent to alert relevant staff if concerned by any evidence of a heightened risk of suicidal ideation based on XXXX mood, presentation or verbalising a threat of suicide/self-harm. Principal/D.T. will contact Social Services immediately if the above happens to request that XXXX is taken home. Parent must alert staff if she has issued “consequences” or disciplined XXXX t at home as there is evidence from previous suicide attempts that he has difficulty coping with being disciplined. Equally School staff will alert Parent if there has been cause to discipline XXXX in school to assist her in managing/regulating XXXX at home. 4. Meet and greet each morning with Class Teacher to gauge XXXX mood and general presentation. XXXX to use prearranged visual cues to inform class teacher regarding any feelings/ information relevant to managing day to day risks. 5. School staff will contact Parent/Carer to ask them to take XXXX home if there is a significant cause for concern and parent/carers to liaise with CAMHS for advice and support where necessary. 6. Transport to and from School – parent/carers to transport XXXX to and from school and ensure he enters school grounds/building. 	<p>Class Teachers Classroom Assistants Social Services CAMHS BST</p>

		<p>7. XXXX must confine himself to the School during breaks and lunchtime.</p> <p>8. Relevant Teachers/Classroom Assistants will be informed to ensure supervised access to tools / instruments / objects which could be used for self-harm purposes. Teacher to source a clear plastic folder for XXXX to carry his materials for ease of vigilance.</p> <p>9. Safeguarding work with XXXX peers – encourage inclusion, respect and limited questioning of events where possible – Behaviour Support Team to source materials for School use. Staff will “script” XXXX with an explanation as to the reasons for his recent absence: “I was unwell and needed some time off school” Consider the use of “Worry Boxes” in classrooms for children to unburden their feelings and emotions.</p> <p>10. XXXX will attend school on a reduced timetable and this will be reviewed weekly based on assessment of his daily presentation and coping capacity. His staggered return to school is as follows - Week 1: Mon 28th Nov, 9.15am – 11.00am Week 2: Mon 5th Dec, 9.15am – 12.15pm Week 3: Mon 12th Dec, 9.15am – 1.30pm</p> <p>The Risk Management Plan will be reviewed at a MAST meeting on DATE SET with a view to XXXX full-time return to school on DATE SET.</p> <p>11. XXXX will only wear a “clip on” school tie – Staff to try to source same.</p> <p>12. XXXX will access a school toilet that does not have a pull-chord switch for lighting.</p>	
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Suicidal thoughts and ideation/emotional health and well being	XXXX	<ol style="list-style-type: none"> 1. XXXX and Parent must cooperate fully with any recommendations made by his GP, CAMHS and Social Services in relation to advice and support regarding his emotional/psychological health. 2. School staff to be on high alert in relation to any obvious signs of low mood; staff to liaise with DT/Principal who will contact parent/carer, Social Services and/or CAMHS. 3. If XXXX is feeling particularly vulnerable during the school day he should report verbally or use prearranged visual cues to Staff who will then contact XXXX parent/carer and Social Services. 	<p>XXXX Parent CAMHS Principal/D.T. Social Services All relevant staff</p>
Self-harming	XXXX	<p>All relevant Teaching/non-teaching/supervisory staff briefed as necessary – “need for scrutiny due to a serious attempt on his life”.</p> <ul style="list-style-type: none"> • Self-harm can have different functions at different times. • Self-harm and attempted suicide not always distinct. • A significant risk factor for self-harming is whether someone has done that behaviour before – e.g. previous suicide attempt/self-harm. <p>Contact parent/carer, Social Services, CAMHS where appropriate.</p> <p>CAMHS have agreed to be flexible in their approach to working with XXXX.</p>	<p>Principal/ D.T. Class Teachers Classroom Assistants Parent CAMHS Social Services</p>

Risk Management Plan Agreed:

Signed:

(Parent)

(Principal)

(Head of Service, Behaviour Support Team)

(Designated Officer for Child Protection)

Date Agreed: _____

Review Date: _____