STUDENT INDIVIDUAL RISK ASSESSMENT POLICY 2023-2025

APPROVED BY SELT COMMITTEE ON: 13 June 2023

Applies to:	
Harrogate College	Y
Keighley College	Y
Leeds City College	Y
Leeds Conservatoire	N
Leeds Sixth Form College / Pudsey Sixth Form College	Y
Luminate Group Services	Y
University Centre	Y

CHANGE CONTROL

Version: 1		
Approval route: Safeguarding Strategy Group		
Approval committee (ELT, SELT, Board)	**Date approved**	**Version**
SELT	13.06.2023	1
Name of author:	Andrew Ottey & Chris Thornton	
Name of responsible committee:	Safeguarding Strategy Group	
Related policies: (list)	● Safeguarding Children and Adults Policy ● Promoting Positive Relationships and Supporting Behaviour Policy ● Physical Intervention Policy ● Fitness to Study Policy	
Equality impact assessment completed	**Date:**	
	Assessment type ☐ **Full** ☐ **Part** ☐ **Not required**	
Environmental Impact Assessment Completed	**Date:**	
	☐ **Yes** ☐ **No** ☒ **Not required**	
Policy will be communicated via:	ELT Update, Policy Portal, Staff Training	
Next review date:	June 2025	

Contents

1. POLICY STATEMENT

As part of our culture of vigilance all students and staff should feel safe at Luminate Education Group. We recognise some students, for various reasons, can pose a potential risk to themselves, other learners and/or staff members. The purpose of this policy is to ensure we have a consistent, robust, fair and transparent approach to assessing risk and putting appropriate mitigations in place, to enable students to attend, achieve and progress on their chosen path of learning. Where risk cannot be reduced sufficiently Luminate Education group have a duty of care to offer Information Advice and Guidance and signpost accordingly.

2. POLICY AIMS/OBJECTIVES

2.1. To have a clear framework in place to assess risk against

2.2. To ensure any student who poses a potential risk to themselves, other learners or staff members has a risk assessment in place that has sufficient control measure in place to reduce the risk to an acceptable level

2.3. Where risk is identified to ensure suitable and realistic mitigations are put in place through a risk assessment

2.4. Systems are in place to share risk assessments with all staff who need to be aware and have a role to play in implementing the risk assessment

2.5. Risk assessments are up to date and reviewed in a timely manner

2.6. Staff have access to training and support to enable them to complete high quality risk assessments

2.7. The wishes and feelings of the student and parent/carer are considered when formulating a risk assessment

2.8. The age of the student is considered when assessing risk and formulating risk assessments, specifically with reference to children (young people up to the age of 18) including those of statutory education age 14-16 years olds in Key Stage 4.

3. TYPES OF RISK ASSESSMENTS

3.1 Safeguarding

There are a range of safeguarding reasons where a risk assessment could be required. The list below is not exhaustive but outlines some of the likely scenarios where a risk assessment would be required.

Self-Harm

A student is chronically self-harming by cutting and has access to equipment in the college to potentially cause harm to themselves on site.

Suicide risk

A student is at risk of completing suicide, either through expressing intent (plans and means), or through having attempted suicide previously and having current thoughts.

Forced marriage

A student is at risk of being taken out of the country against their will to be forced into marriage.

Indecent images

It has come to be known that a student has possessed, shared, made or taken indecent images of children.

Exploitation: Child Criminal, Child Sexual, County Lines

The students' attendance starts to decline and there are concerns around grooming and exploitation.

Sexual violence and harassment

There has been a sexual assault reported from one student to another, either in or outside of college.

Carrying a weapon

Students who are identified as being at risk of bringing a weapon into college including any item that may be considered a risk of causing harm to themselves or others.

Substance misuse

A student has presented to college intoxicated, or is found to be using illicit drugs or alcohol on the college premises.

Child on child / peer on peer abuse

Where a student is being subject to child on child, or peer on peer abuse, either online, outside or inside college, by another student who attends the same campus.

Domestic abuse

A student reports they are being stalked by their ex-partner and are concerned they may follow them to college.

Children missing education and students at risk of absconding during the college day

Children missing education (CME) are children of compulsory school age who are not on a school roll and who are not receiving a suitable education otherwise (e.g. privately, electively home educated (EHE) or in alternative provision)

Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed. All reports of missing people sit within a continuum of risk from 'no apparent risk (absent)' through to high-risk cases that require immediate, intensive action

Students, especially children who abscond or go missing during the college day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines.

Attendance concerns where there is a safeguarding concern

It is important that attendance is logged accurately and timely. Where a student has a CPOMS badge on ProMonitor and there is a sudden change in their attendance, there needs to be robust communication between curriculum staff and Designated Staff to share concerns and risk information. This is particularly prevalent for students who are at risk of exploitation, suicide or living in an abusive relationship.

3.2 SEND

Not all students with an Education, Health and Care Plan (EHCP), or a Special Educational Need (SEN) or Disability will need a risk assessment – it will depend on the needs of the individual and their specific risk factors. Decisions should be made on an individual basis utilising the knowledge of the student by all relevant parties. Students could require a risk assessment prior to enrolment or during the academic year due to a change of circumstances.

For students with an EHCP the initial and first assessment of whether an individual risk assessment is needed should take place at the point of being consulted by the Local Authority over the placement of that student with the college.

There are a range of reasons where a risk assessment could be required. The list below is not exhaustive but outlines some of the likely scenarios where a risk assessment would be required:

- Students with specific Social, Emotional and Mental Health (SEMH) needs putting themselves or others at risk of harm.

- Students with a health/medical need which could pose a risk to themselves.

- Students unable to advocate for themselves due to their mental and/or cognitive capacity.

- Students where there is an established link between their identified SEND needs and a potential Safeguarding risk and vice-versa.

4. STAFF RESPONSIBILITIES

4.1 Curriculum teams

Where a safeguarding risk is identified the Designated Safeguarding Officer, where they are the case holder, is responsible to ensure an appropriate risk assessment is in place, working collaboratively with the campus Stay Safe Officer and other staff as required.

Where the risk relates to the student displaying harmful sexual behaviours the Stay Safe Officer should always be consulted with as the author of the risk assessment will need to be AIM trained.

Where a risk is identified relating to a student's Special Educational Need or Disability (SEND) , identify the appropriate curriculum colleagues to contribute to and collaborate on completion of the risk assessment as required.

Where SEND and/or EHCP learners are attending off-site provisions including other providers, trips and work placements, ensuring that risk assessments are shared with all relevant parties at each setting as agreed and required

Staff to be aware of all students they work with who have a risk assessment in place and implement the control measures documented. Lessons may need to be adapted to avoid specific triggers.

Students with a current risk assessment will have the RA flag visible on ProMonitor. This includes 14-16 year olds who are using a different campus for their vocational learning as part of their programme e.g 14+ Academies or 14-16 Skills Programme learners working at Printworks or Quarry Hill.

Report any concerns regarding risk assessments being breached to their department Designated Safeguarding Officer.

Report any concerns regarding risk through college reporting procedures, safeguarding concerns should be logged on CPOMS in line with the college safeguarding process

Undertake additional training as applicable, relating to student risk e.g suicide awareness

Working collaboratively with the central Safeguarding and SEND teams to formulate risk assessments

Facilitating Implementation of the mitigations outlined in the risk assessment

4.2 Safeguarding team

Where a safeguarding risk is identified, for Leeds City College, the Stay Safe Officer, where they are case holder, is responsible to ensure an appropriate risk assessment is in place working collaboratively with the curriculum DSO and other staff as required. For Harrogate and Keighley the responsibility sits with the DSO the case is allocated to drawing on support and advice from the central Stay Safe Team where required.

Involving the student in the risk assessment and taking into account their wishes and feelings when formulating the risk assessment.

Involving parent/carer in formulating the risk assessment, taking into account their wishes and feelings ensuring these are clearly recorded on the risk assessment.

Getting the risk assessment checked and countersigned by either the Safeguarding Team Leader, Student Safeguarding Manager or Deputy Director of Student Life

Storing the completed risk assessment in the risk assessment SharePoint site

Recording the completed risk assessment on both CPOMS and ProMonitor

Reviewing and updating the risk assessment

4.3 SEND team

Where a risk is identified relating to a student's Special Educational Need or Disability (SEND) the appropriate SEND Team Leader/Manager is responsible to ensure an appropriate risk assessment is in place working collaboratively with the curriculum and other staff as required.

Involving the student in the risk assessment and taking into account their wishes and feeling when formulating the risk assessment

Involving parent/carer in formulating the risk assessment, taking into account their wishes and feelings ensuring these are clearly recorded on the risk assessment. A signature should also be sought from the parent/carer to demonstrate they have read and agree with the risk assessment.

Getting the risk assessment countersigned by a SEND Manager, Deputy Head of SEND or Head of SEND

Storing the completed risk assessment in the risk assessment SharePoint site

Recording the completed risk assessment on ProMonitor

Reviewing and updating the risk assessment
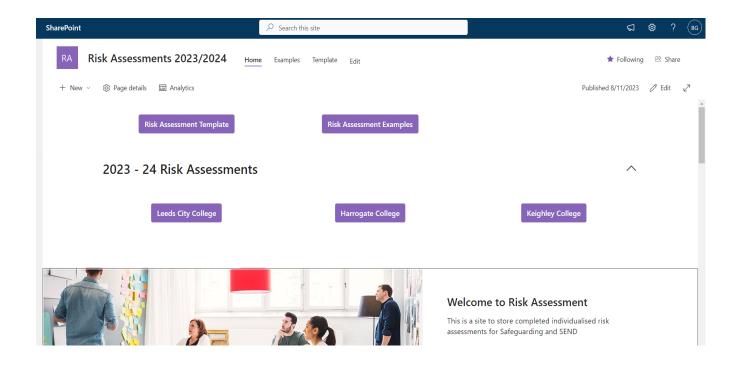
4.4 Campus/College Principals

Ensuring curriculum departments identify appropriate staff to contribute towards the completion of all Safeguarding and SEND Risk Assessments.

Working with the Deputy Director of Student Life and/or the Director of Inclusive Provision & SEND to resolve any concerns or disagreements.
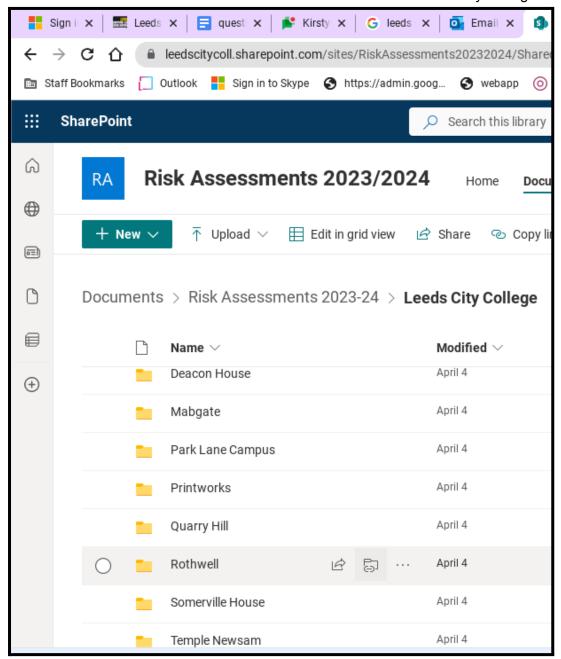
5. RECORDING RISK ASSESSMENTS

All risk assessments should be completed on the Luminate Education Risk assessment template (appendix 1)
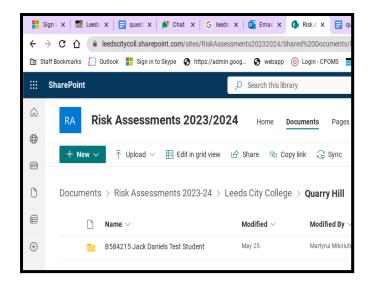
Following completion and approval, completed risk assessment should be stored in the risk assessment SharePoint folder. Risk assessments for each college will be saved in their respective folders.
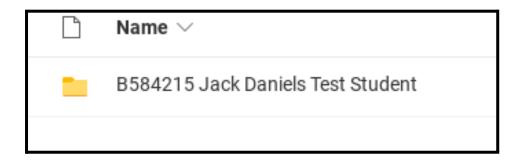
Within the folder structure there are sub folders for each of the Leeds City College Campuses

Within these folders, you will need to create an individual sub-folder for the student:

Each risk assessment should be titled as per the example below - student number, First name, surname

All risk assessments should be recorded on ProMonitor by adding the link from the SharePoint site (appendix 3)

All safeguarding risk assessments should also be added to the CPOMS record by adding the link from the SharePoint site to CPOMS (appendix 4)

6. REVIEW OF RISK ASSESSMENTS

The author of the risk assessment is responsible for the review of the risk assessment 6 months from the date of completion and/or at key points of transition - whichever comes first, or, where there is a change in circumstances, such as further or new risks identified.

For students with an EHCP, it would be considered best practice to review the risk assessment in place in conjunction with an Annual Review or sooner if there are any changes in circumstances / risk.

If the author of the risk assessment is no longer the case holder then the responsibility will move to the person the case is assigned to on CPOMS

7. TRAINING AND SUPPORT

All Designated Safeguarding Officers and SEND team members must undertake risk assessment training. This is a two-hour course and dates for available training can be accessed on Learning on Demand.

Support can also be sought from members of the Stay Safe Team and SEND team along with the Deputy Director of Student Life and Director of Inclusive Provision & SEND.

8. CONCERNS RESOLUTION

There may be occasions where a risk assessment is completed and a curriculum department don't feel they are either sufficiently resourced to implement the control measures outlined in the risk assessment or the risk remains too high to manage.

Where this is in contrast to the author of the risk assessment and there is a professional disagreement the case should be referred to the corresponding Director for the department along with the Deputy Director of Safeguarding and Director of Inclusive Provision and SEND

Following this a restorative panel meeting will be convened and chaired by one of the above with representatives invited to state their case. Following this a decision will be made as to the whether the proposed risk assessment can be implemented

Where the risk can't be managed a representative from the department will inform the student along with their parent carer for those students up to the age of 18 (25 if they have an EHCP). Information Advice and Guidance should be offered. In some cases where the risk is due to health issue then consideration should be made as to whether it is appropriate to follow the Fitness to Study Policy.

9. APPENDICES

9.1 Student Risk Assessment Template

When should a Student Risk Assessment be carried out?

A risk assessment should be carried out where a learner: (this is not an exhaustive list)

- Is at risk of harm, abuse or neglect due to home or community circumstances which impact upon their education.
- Is at risk of going missing; including where there are possible CCE and CSE risks.
- Has mental health difficulties where they may be at risk of harm due to ongoing issues or crisis incidents
- Have a criminal conviction which may impact upon other learners or staff.
- If a student has SEND related vulnerabilities or characteristics which may pose risk to themselves or others

- There is a risk that they may be carrying a weapon.
- Where there are concerns regarding peer group issues including child on child abuse or worries about gangs.
- Where there is a history of sexually harmful behaviour.
- Displays violent or threatening behaviour on a regular basis.
- Is at risk of attending college under the influence of drugs, alcohol or other prohibited substances.

Where a student demonstrates sudden, out of character, behavioural, emotional or physical signs or symptoms, the initial response should be to investigate the cause before a risk assessment is put in place. However, if the situation persists, or a long-term issue is identified, a student risk assessment should be carried out.

Purpose of the Risk Assessment, Learner Details, Risk Assessment Author & Review Timescales			
Safeguarding Risk		SEND Risk	
Risk Assessment Prepared by:		Prepared Date:	
Risk Assessment Checked by:		Checked Date:	
Name of Learner		B Ref Number	
Date of Birth		Course	
Campus		Academic Year	
Review Date 1*		Review Date 2 *	
Updated on date(s)/ by			

* When to review a Risk Assessment:
- At the start of each academic year.
- Following the introduction of more vulnerable people to the environment /

- If there is reason to doubt the effectiveness of the assessment.
- Following any incident/ increasing risk.

- setting.
- Following a change of site / location or significant staffing changes.
- If the student is displaying a significant change in behaviour.

Please specify which of the following personnel have been involved in completing this risk assessment *(tick as relevant)*:					
	Parents and / or Carers	**Name(s):**		**Contact No.**	
	Tutor	**Name & Role:**		**Contact No.**	
	SEND Support /Curriculum Staff	**Name & Role:**		**Contact No.**	
	Other (please specify)	**Name & Role:**		**Contact No.**	
Has the student been involved in creating this risk assessment? *(Please delete as appropriate)*					**Yes / No**
Are there any comments from the learner, parent or carer about the proposed risk assessment/ control measures? Please add below.					**Yes/ No**

Student Background
Please provide a brief history of the student's behaviour or other presenting issues

Please outline any known triggers which may affect the student

Please outline any early warning signs / behaviours to monitor

Useful Contacts

Name:		Role / Relationship to Student:		Contact No.:	
Name:		Role / Relationship to Student:		Contact No.:	
Name:		Role / Relationship to Student:		Contact No.:	
Name:		Role / Relationship to Student:		Contact No.:	

Completing the Risk Assessment

Risk Matrix

Impact / Likelihood	1 – Low / Negligible Risk of Harm	2 – Some Risk of Harm	3 – Harmful	4 – Signifi-cant Risk of Harm	5 – Severe risk of Harm / Injury
1 – Extremely Unlikely	Low	Low	Low	Low	Low
2 – Unlikely	Low	Low	Med	Med	Med
3 – Possible	Low	Med	Med	Med	High
4 – Likely	Low	Med	Med	High	High
5 – Very Likely	Low	Med	High	High	High

Risk = Impact x Likelihood

15 - 25 HIGH - Unacceptable. DO NOT proceed until the hazard has been eliminated or further controls have been introduced to reduce the residual risk rating

6 – 12 MEDIUM - Tolerable (look to improve)

1 – 5 LOW – Acceptable

Step 1
Using the Risk Matrix, consider the student's initial risk by identifying the impact (score 1-5) of each problem / situation in the risk table below, and the likelihood of it occurring (1-5) using the table opposite. Multiply these values in the table opposite to give an initial risk rating (between 1 and 25) of low, medium or high. Note – this value is without any control measures being introduced.

Step 2
Next, in the table below enter the control measures which have been identified which aim to reduce the risk of harm to themselves and others.

Step 3
To calculate the residual risk, you need to reassess the risk score by identifying the new impact rating (1-5) after the controls are implemented, and the likelihood of that the impact will occur (1-5). As per Step One, multiply these figures together to calculate the residual risk.

Areas for consideration

When completing this risk assessment, the following should be considered within the risk tables below:

- The physical structure of the campus / site, any vulnerable areas identified e.g. toilets, unsupervised spaces.
- High-risk areas where items may be used as a weapon e.g. woodworking tools, kitchen implements.
- Managing any SEN or health issues that may be present.
- Travel arrangements to and from campus where this may be a risk.
- Students where poor attendance may indicate a safeguarding concern.
- Supervision on site – particularly during periods of lowered supervision e.g. lunch and break times
- Specific risks associated with external trips and work experience placements.
- Up to date contact details for next of kin and/ or key external professionals.

- Identifying a key staff e.g mentor or safe place for the learner.
- Risks associated with learners who need to avoid one another e.g. in cases of bullying, assault, sexual violence, gangs.
- Internal college support services e.g Wellbeing Team, Welfare, Safeguarding, Student Life etc and external services we can refer to.
- Internet control/ safety measures for the learner – this may be more stringent for certain learners.
- PHSE inputs to support key wellbeing and safeguarding messages.
- Interactions with particularly vulnerable students.
- Managing peer relationships & friendship groups.
- Cover, agency teachers and non-teaching staff engagement with the learner.
- Named staff who can help implement control measures.

No	Hazard *Safeguarding problem or situation*	Consequence	Persons Affected	Initial Risk			Control / Protective Measures *Strategies or actions which will be put in place to reduce or eliminate the risk*	Residual Risk			Person responsible for control & monitoring
				I	L	R		I	L	R	
01											
02											
03											

No	Hazard Safeguarding	Consequence	Persons	Initial Risk			Control / Protective Measures Strategies or actions which will be put in place to	Residual Risk			Person responsible for
04											
05											

Student Timetable

Please attach a copy of the student's timetable where appropriate

9.2 Example Risk Assessments

A range of example risk assessments are available as a guide to help formulate individual risk assessments for students. These are examples and should not be taken 'off the shelf', all risk assessments are required to be personalised to the individual.

Risk Assessment Template

Luminate Student Risk Assessment Template June 23

Risk Assessment Examples

Safeguarding

Student A - CSE Risk Assessment - Example 1.docx

Student B - Suicide and Self Harm Risk Assessment - Example 2.docx

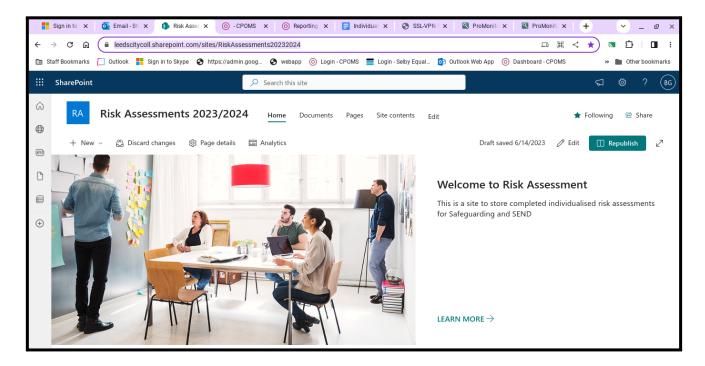Student C - Weapons Risk Assessment - Example 3.docx

SEND

Student D - SEND SEMH Needs - Example 4.docx

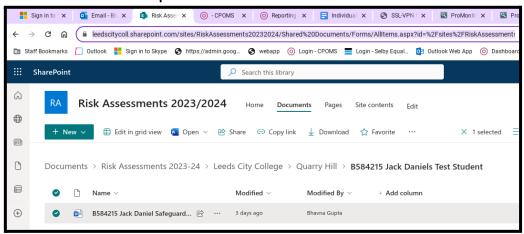Student E - SEND ASD & Complex Needs Risk Assessment - Example 5.docx

9.3 **Guide to recording Risk Assessments on ProMonitor** *(for staff who has written/edited risk assessment for a student)*

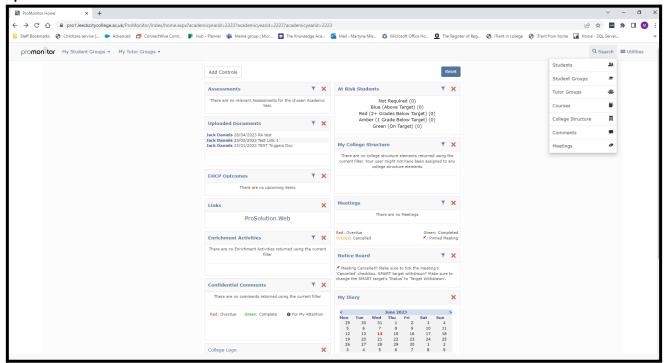**Click on the link below to access risk assessments folder on SharePoint**

https://leedscitycoll.sharepoint.com/sites/RiskAssessments20232024
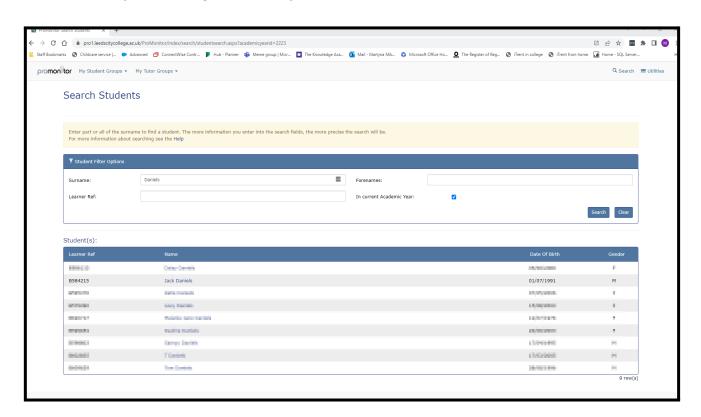

Click on Documents and open the file from the relevant folder

Open ProMonitor and search relevant student
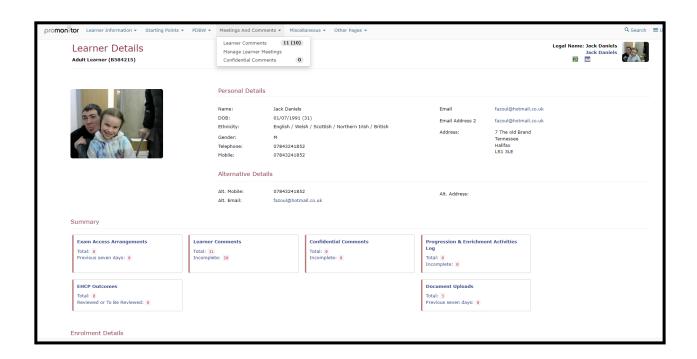

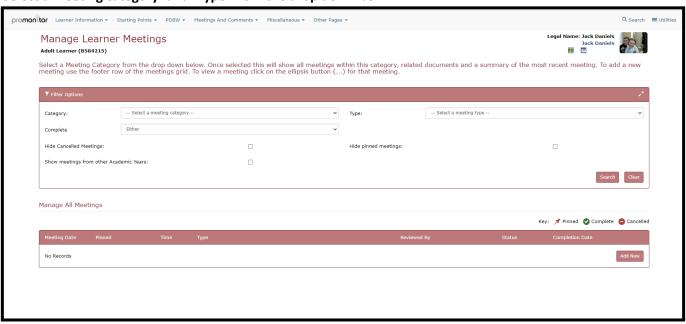**You can search by Surname e.g. Daniels or by Learner reference number**

Click on Manage Learner meetings and then select Meetings and Comments

'Select a meeting category' and 'Type' from the drop down box

Select 'Risk Assessment' for meeting category

Select 'Safeguarding or SEND' for meeting type

Add a link to SharePoint in Notes section

Link has been added in the notes section from the SharePoint

Note -In order to view the risk assessment, you need to copy and paste the link in a new tab.

OR
Highlight the link, right click and click on Go to https://leedscitycoll.sharepoint…

_____

For RA badge to appear on ProMonitor, click on Add New

Here you can see 'RA in place' has been typed in the Notes section

This is how it will appear

RA badge will appear after 24 hours on ProMonitor

9.4 Guide to recording Risk Assessments on CPOMS *for Stay Safe Officers and Designated Safeguarding Officers(DSOs)*

Click on the link below to access risk assessments folder on SharePoint

https://leedscitycoll.sharepoint.com/sites/RiskAssessments20232024

Click on Documents and open the file from the relevant folder, here I am opening file for a test student 'Jack Daniels'

Right click to copy link for this document

Link has been created, copy this link

Open student profile on CPOMS

Click on 'Add Action' button

Add Action

Paste the link here

Jack Daniels (Quarry Hill Campus)

Add Action

Bhavna Gupta	66904	This is a test student
Thu, 20 Jul 2023 15:40		
...CPOMS Badge		
Status: Active		
Assigned to: *Nobody*		

Action Taken

https://leedscitycoll.sharepoint.com/:w:/r/sites/RiskAssessments20232024/Shared%20Documents/Risk%20Assessments%202023-24/Leeds%20City%20College/Quarry%20Hill/B584215%20Jack%20Daniels%20Test%20Student/B584215%20Jack%20Daniel%20Safeguarding%20Risk%20Assessemnt.docx?d=w2bab44aff8a14e72a294079e68903741&csf=1&web=1&e=qOIQGG

Now select category 'Risk Assessment is in place'

Leeds City College	Dashboard	Reporting	Planner	Library	Admin	Account Settings

⇄ There are possible student transfers awaiting your action.

Thu, 20 Jul 2023 15:40
...CPOMS Badge
Status: Active
Assigned to: *Nobody*

Action Taken

https://leedscitycoll.sharepoint.com/:w:/r/sites/RiskAssessments20232024/Shared%20Documents/Risk%20Assessments%202023-24/Leeds%20City%20College/Quarry%20Hill/B584215%20Jack%20Daniels%20Test%20Student/B584215%20Jack%20Daniel%20Safeguarding%20Risk%20Assessemnt.docx?d=w2bab44aff8a14e72a294079e68903741&csf=1&web=1&e=qOIQGG
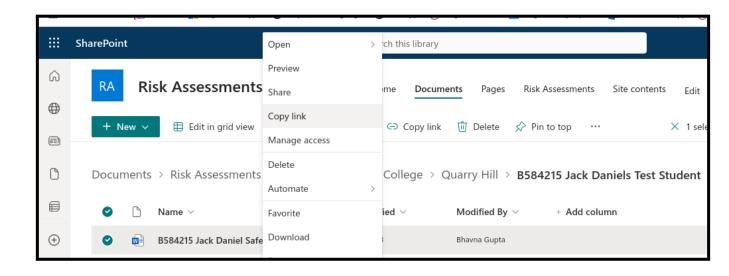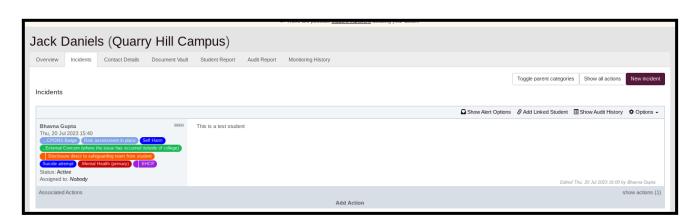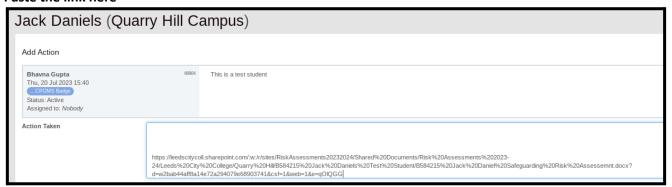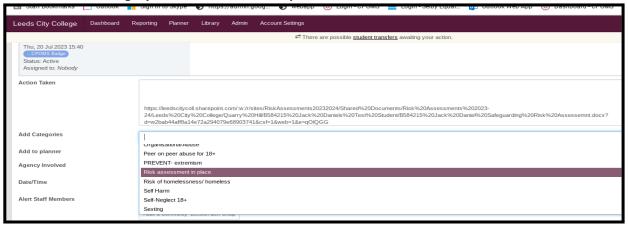
Add Categories

Organisational Abuse
Peer on peer abuse for 18+
PREVENT- extremism
Risk assessment in place
Risk of homelessness/ homeless
Self Harm
Self-Neglect 18+
Sexting

Add to planner

Agency Involved

Date/Time

Alert Staff Members

Add 'action taken' and 'action needs to be taken'.

Bhavna Gupta	127016	Jack has Autism and struggles with his mental health and has thoughts of suicide and has plans to end his life by suicide at some point in the future. This is because Jack sees little hope for the future as he believes he will 'not get better' and he struggles being an autistic adult in a neurotypical world.
Thu, 20 Jul 2023 15:46		

See link below for Risk Assessment for self- harm

https://leedscitycoll.sharepoint.com/:w:/r/sites/RiskAssessments20232024/Shared%20Documents/Risk%20Assessments%202023-24/Leeds%20City%20College/Quarry%20Hill/B584215%20Jack%20Daniels%20Test%20Student/B584215%20Jack%20Daniel%20Safeguarding%20Risk%20Assessemnt.docx?d=w2bab44aff8a14e72a294079e68903741&csf=1&web=1&e=qOIQGG
_____

Action taken

I am alerting Andrew Ottey(Designated Safeguarding Lead)) with this action
_____

Action needs to be taken
To add this risk assessment on ProMonitor
+ Risk assessment in place

Edited Thu, 20 Jul 2023 16:2

Add Action

You can see a link has been added.

Jack has Autism and struggles with his mental health and has thoughts of suicide and has plans to end his life by suicide at some point in the future. This is because Jack sees little hope for the future as he believes he will 'not get better' and he struggles being an autistic adult in a neurotypical world.

See link below for Risk Assessment for self- harm

https://leedscitycoll.sharepoint.com/:w:/r/sites/RiskAssessments20232024/Shared%20Documents/Risk%20Assessments%202023-24/Leeds%20City%20College/Quarry%20Hill/B584215%20Jack%20Daniels%20Test%20Student/B584215%20Jack%20Daniel%20Safeguarding%20Risk%20Assessemnt.docx?d=w2bab44aff8a14e72a294079e68903741&csf=1&web=1&e=qOlQGG

_____

Action taken

I am alerting Andrew Ottey(Designated Safeguarding Lead)) with this action

_____

Action needs to be taken

To add this risk assessment on ProMonitor

+ Risk assessment in place

Edited Thu, 20 Jul 2023 16:2

Add Action