



Holden Knight Recruitment Ltd

Risk Assessment Policy

Human Resources v1.2

Review Date: November 2027



RISK ASSESSMENT POLICY

1. Overview

1.1 This Policy Relates to the following Legislation

- Children's Act 2004
- Care Standards Act 2000
- The Children's Home Regulations 2015
- The Guide to the Children's Homes Regulations 2015
- Working Together to Safeguard Children 2018 (Updated June 2025)
- Keeping Children Safe in Education (KCSiE) 2025

1.2 This Policy Applies To:

All those directly employed by Holden Knight Education who are in roles that require them to interact with or work alongside children and young people as well as agency staff and volunteers.

2. Policy Statement

2.1 Holden Knight believes that sound Risk Assessment and Risk Management is an essential tool for ensuring a safe approach to care is embedded in practice. Effective Risk Assessment and Risk Management relies on the sharing of information and all adults, professionals, agencies and authorities working together to identify, manage, and reduce risks to a child.

2.2 Our approach to effective Risk Assessment and Management is based on the five principles of risk assessment recommended by the H.S.E: (<http://www.hse.gov.uk/pubns/indg163.pdf>) which are:

- (i) Identify the hazards
- (ii) Decide who might be harmed and how
- (iii) Evaluate the risks and decide on precautions
- (iv) Record your findings and implement them
- (v) Review your assessment and update if necessary

2.3 All students should have their educational needs identified and receive the appropriate educational support they require as soon as possible. Holden Knight is flexible and sensitive to the changing needs of pupils and One to One tuition is an effective method of minimising the interruption and disruption to those pupils who are particularly vulnerable or hard to reach, in order that they continue to have access to as much education as possible, so that they are able to maintain the continuity of their education.

3. Challenging Behaviour

3.1 It is the nature of the children cared for, educated and supported by Holden Knight to present behaviour which challenges the adults working with them, and this includes levels of aggression and violence that can pose a serious risk to the child and to others.

3.2 Some children have very limited understanding of the harm they can cause to themselves and others during periods of risk-taking and/or dangerous behaviour. All adults working for Holden Knight have the training for and understanding of this at the core of their practice, and the need to respond to and try and de-escalate such behaviours is paramount.

- 3.3 All students should have their educational needs identified and receive the appropriate educational support they require as soon as possible. Holden Knight is flexible and sensitive to the changing needs of pupils and one-to-one tuition is an effective method of minimising the interruption and disruption to those pupils who are particularly vulnerable or hard to reach, in order that they continue to have access to as much education as possible, so that they are able to maintain the continuity of their education.

4. General Procedures for Risk Assessment and Risk Management

- 4.1 All young people will have Safeguarding Risk Profiles and Positive Behaviour Support Plans (in care homes) and Behaviour Management Risk Assessments in school.

- 4.2 Education staff have a responsibility to update the Behaviour Management Risk Assessments (appendix 1) at least termly or as risk changes and must keep a copy of these in their individual Pupil Progress Files in addition to making these available to those that require it.

4.3 **Summary of the reasonable steps we take to protect Academic and Therapeutic Tutors/Pastoral Mentors and Children and Young People:**

Risks to tutors and CYP can emerge from a variety of places and present themselves in a variety of ways. We ensure that we always do all we reasonably can to request profiles of the young people we work with from those who commission us for support. In addition to the above we:

- a) Produce, monitor, update and share this Risk Assessment Policy.
- b) Collect risks associated with CYP at the point of referral.
- c) Share all known risks with our staff before any provision commences.
- d) Provide an escalating level of risk management (Appendix A) for the CYP and the staff member, for every referral, as part of their contract for services.
- e) Highlight the steps we have taken to protect staff as part of their contract for services.
- f) Highlight the steps we expect our staff to take to ensure their own safety.
- g) Ask staff about risks and risk management as part of their Safer Recruitment process, including asking them if they are willing to work as a tutor with the increased risk surrounding some CYP in this space.

- 4.4 All Risk Assessment and Risk Management documents used across all settings are 'live' working documents and must be shared across all staff responsible for the care and education of our young people. Discussion, review, and sharing of these documents should happen through handovers and de-briefings, on a regular basis through team meetings and at Management Meetings and in individual supervision and group (team) supervision.

- 4.5 Wherever possible and appropriate, young people should be encouraged to be involved in and contribute to their own Safeguarding Risk Profiles, Positive Behaviour Support Plans, Behaviour Management Risk Assessments. Similarly therapeutic sessions are used with the child to address specific issues raised through the Risk Assessment and Risk Management process with the aim of supporting the child to develop a growing sense of ownership over their actions, behaviours and life choices.

5. Guidance in Undertaking a Risk Assessment and Managing Risk

- 5.1 Effective Risk Assessment and Management involves gathering together all available and known information about the child, their experiences, their activities, and their behaviours, followed by identification and evaluation of sources of potential harm, and the management of the identified risks. The five principles of risk assessment set out in the policy statement above can be expanded to offer the following guidance in undertaking a risk assessment and managing identified risks:

a. **Identify the Activity/Vulnerabilities:**

What activity is creating potential risks. This can include Substance misuse, Bullying, Self Harm, Inappropriate Sexualised Behaviour, Aggression, Contact with Certain individuals, and Truancy from School.

b. **Identify Risks/Hazards:**

A hazard is something with the potential to cause harm. For example, injury to personal safety, physical injury, criminality, damage to health, emotional distress.

c. **Identify Who is at Risk:**

Specify if the risk is to the child, carers, peers, others.

d. **Control Measures:**

These are the actions put in place to reduce or prevent the hazards. This can be a whole range of actions depending on the risk. Control measures could include specific pieces of work undertaken by different agencies, discussion with the child regarding dangers, referrals to specialised services, adequate agreed levels of supervision, training for carers or staff, role model of carer or staff, policies and procedures, the calling of an ambulance, raising awareness.

The control measures must be monitored at regular intervals to ensure they are being adhered to and working effectively. Education staff from Holden Knight schools School are responsible for this task but all others involved in the child's care or education are responsible for alerting their respective manager to concerns.

e. **Review**

All forms of Risk Assessments must be reviewed termly or earlier if there are changes in the risk or control measures to be taken. All risk assessments must be recorded, signed and dated.

6. Lone Working with Children

6.1. All our staff are provided with any identified risks prior to the commencement of any referral for a young person.

6.2. Staff are directed to:

- a) Familiarise themselves with all documentation relating to each young person they are asked to support.
- b) Always have a mobile phone charged and available
- c) Do not give your address or home/mobile phone numbers to pupils and/or parents and do not contact them on your home or mobile phone as they can then access your personal numbers.
- d) Staff must not give out their personal phone number or email address to students including personal mobile phones for any reason
- e) Keep your personal items, purse/wallet, car keys, etc safe and secure
- f) Ensure the venue is suitable for tuition and that there is table and chairs available – visit first

- g) Arrange for an appropriate adult to be present if tuition is in the home or use a public building, e.g. library
- h) Ensure your school and/or service manager has a copy of your tuition commitments and venues
- i) Arrange regular contact with school/service i.e. a minimum of on arrival and departure from each session
- j) Give an emergency contact name and number to your school/service
- k) Keep a diary of each session – including brief notes of work covered, people present and any other appropriate information, e.g. issues with pupil and/or parent
- l) Ask for a copy of any individual pupil risk assessments for your information. Compile your own risk assessment of each venue you use.
- m) Report any concerns to your line manager and school/service as soon as possible.
- n) Staff should not use the internet or web-based communications to send personal messages to a student.
- o) Education staff must not have any secret social contact with students or their parents.
- p) Staff should record any initial visit with office staff and ring the office before and after the visit is completed.
- q) Staff should ensure that any cause for concern is discussed with senior management and that safeguarding procedures are followed.
- r) Staff should never enter a house to tutor a child without the presence of parent/carer or other responsible adult who has been agreed with parent/carers (must be age 18+).
- s) If at any point during tuition the tutor feels uncomfortable about any behaviour from the pupil or parent/carer they should end the session and leave the setting. The circumstances should be reported to a senior member of staff as soon as possible.

6.3 Non education venues

If it is thought necessary, tuition can take place in a nearby library or public building rather than the pupil's school. All of the above guidelines apply but in addition ensure the venue is suitable for tuition, there is a table and chairs available and the type of building does not in itself pose a risk to the child or the staff member.

- 6.4 Arrangements for meeting and dismissing the child should be agreed with the school/parent/carer before the session takes place. Transportation of an individual pupil should be avoided however the individual needs of the pupil should be taken into consideration. If deemed necessary, it should take into account any relevant risk assessment and prevailing circumstances.

6.5 Staff should:

- Remain in the designated room for the education session (not a bedroom).
- Ensure there is plenty of light.
- Keep a clear focus on the work undertaken.
- Have clear lesson planning for the work to be undertaken by the pupil.
- Always communicate any times where the pupil becomes upset or distressed with the pupil's parent/carer.
- Always report any situation where a pupil becomes upset or distressed or behaves inappropriately to a senior leader at the school.
- Staff should wear clothing that is appropriate to their role, which is not seen as offensive, revealing or sexually provocative.
- Staff should not administer medication – the parent/carer should do this if necessary.
- Personal mobile phones should not be used whilst teaching or in the presence of a pupil or their family members.

7. Summary of Employees Responsibilities

7.1 All employees have a responsibility to:

- take reasonable care of their own and others' health and safety
- co-operate with their employer so far as is necessary to enable compliance with the above duties
- carry out activities in accordance with training and instructions
- inform the employer of any serious risk

7.2 Within Holden Knight education employees achieve this by:

- At all times sharing their thinking in a way that allows for a flexible, creative curriculum that exposes children to the managed risk necessary for their supported growth and development
- Filling out forms correctly for activities that require this
- Staying up to date with legislation and guidance
- Informing colleagues and the school of any risk that they perceive
- Taking action to reduce physical hazards in the environment
- Demonstrate good practice within the therapeutic education ethos of Holden Knight Education



Individual Pupil Risk Assessment

Appendix 1

Name of child/ young person:		Name of person completing the form:	
Organisation:		Date of completion:	

Please complete the table below giving as much detail as possible. Please consider the likelihood of happening (L.o.H) using the score rating below:

1 = Very remote 2 = Improbable 3 = Possible 4 = Probable 5 = Likely 6 = Certainty

Risk Indicator	Y/N	Details (Inc. triggers & recommendations)	L.o.H
History of absconding from placement?			
History of verbal or physical aggression towards staff?			
History of verbal or physical aggression towards peers?			
History of damage to property?			
History of fire setting?			
History of self-harm?			
History of sexualised behaviour?			
History of causing distress to animals?			
History of causing distress to younger children?			
History of carrying and/or using weapons?			
History of bullying?			
History of being bullied?			
History of offending behaviour?			
History of stealing?			
History of alcohol abuse?			
History of substance misuse?			
Vulnerability towards becoming radicalised, or hold extremist views?			
Any other info deemed relevant?			
Can you foresee any issues with their behaviour in a car or bus?			
History of making allegations against staff?			

Health and safety checklist for classrooms

How this checklist can help you

School premises are a valuable resource for local communities and are increasingly being used for extended services.

Health and safety in a school is about taking a sensible and proportionate approach to ensure the premises provide a healthy and safe place for all who use them, including the school workforce, visitors and pupils.

Because written risk assessments are not required for every classroom activity, this checklist is being made available for use as required. It is not mandatory but is intended as a helpful tool. Schools may choose other ways to comply with health and safety legislation and ensure staff and children are safe.

School-wide measures should be in place to deal with the real risks, so that teachers and support staff do not need to produce written assessments for an ordinary classroom – unless new activities lead to additional risks.

Members of staff can use this checklist to help ensure ordinary classrooms meet minimum health and safety standards. However, the results and findings from completed checklists will provide a useful resource to the school management team when reviewing their whole-school risk assessments.

The checklist is a tool for school staff to raise awareness of areas of concern in a classroom. Employers in the education sector, whether they are a local authority, governing body, trust or proprietor, have wider responsibilities under health and safety law (see www.hse.gov.uk/services/education for further advice).

Using the checklist

This checklist covers the most common areas of concern/risk in ordinary classrooms, but is not exhaustive. It does not cover drama and sports facilities or specialist classrooms, including laboratories, art, IT, design and technology facilities or pupil referral rooms.

It can be used by class teachers, teaching assistants, premises staff or department heads – those running the school can decide how best to use the checklist in their school. It can be used as required, for example at the start of a term to provide reassurance to teaching staff that the most common areas of risk in the classroom are being adequately controlled.

It is designed to be helpful and quick and easy to use but there is no obligation on staff to use it. If an issue is not relevant to a classroom, simply mark it as 'N/A' (not applicable) and move to the next question. There is space at the end to list any additional issues.

Further information

HSE's homepage (www.hse.gov.uk/) has information on general topics to help employers and teaching staff comply with health and safety law. We have specific web pages for education, which provide guidance on the common types of risks within the sector (www.hse.gov.uk/services/education).

The Department for Education, Welsh Assembly Government and Scottish Government have guidance for schools on health and safety:

- **England:** www.education.gov.uk/schools/adminandfinance/healthandsafety
- **Wales:** www.wales.gov.uk/topics/educationandskills/allsectorpolicies/healthandsafety
- **Scotland:**

www.scotland.gov.uk/topics/education/schools

The Health and Safety Executive has developed this checklist, through a public consultation, to help schools comply with health and safety law. It has been produced in consultation with:

- Department for Education (DfE), England;
- Department for Children, Education, Lifelong Learning and Skills (DCELLS), Welsh Government;
- Learning Directorate, People and Places (LDSG), Scottish Government;
- Department for Communities and Local Government (DCLG), England;
- trade unions.

Questions you should ask:		Yes	Further action needed	N/A
Movement around the classroom (slips and 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 wherever possible?			
	Is lighting bright enough to allow safe access and exit?			
	Are procedures in place to deal with spillages, eg water, blood from cuts?			
	For stand-alone classrooms: ■ Are access steps or ramps properly maintained? ■ Are access stairs or ramps provided with handrails?			
Work at height (falls)	Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
	Is a window-opener provided for opening high-level windows?			
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg cupboards, display boards, shelving?			
	Is furniture in good repair and suitable for the size of the user, whether adult or child?			
	Is portable equipment stable, eg a TV set on a suitable trolley?			
	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?			
Manual handling	Have trolleys been provided for moving heavy objects, eg computers?			
Computers and similar equipment	If you use computers as part of your job, has a workstation assessment been completed?			
	Have pupils been advised about good practice when using computers?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment, eg laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's 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?			
Asbestos	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?			
Fire	If there are fire exit doors in the classroom, are they: ■ unobstructed; ■ kept unlocked; and ■ easy to open from the inside?			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults or children?			
Workplace (ventilation and heating)	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?			

This is not an exhaustive list and you should identify any other hazards associated with the daily use of the classroom in the space overleaf, including any further actions needed. If necessary, discuss this with your head teacher or employer.

Additional issues		Yes	Further action needed	N/A

Further action needed

Hazards noted:	Action taken and when:

Name (and position):	Signature:	Date:
Location/name of classroom:		

For information about health and safety, or to report inconsistencies or inaccuracies in this guidance, visit www.hse.gov.uk/. You can view HSE guidance online and order priced publications from the website. HSE priced publications are also available from bookshops.

This checklist can be found online at: www.hse.gov.uk/risk/classroom-checklist.htm.