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**YOUNG PEOPLE RISK ASSESSMENT POLICY**

**AND** **MANAGEMENT**

**PROCEDURE**

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| **Last reviewed on:** | **NEW** | |
| **Approved by:** | **Andrew Powell (Proprietor)** | |
| **Next review due by:** | **December2025** | |

**YOUNG PEOPLE RISK ASSESSMENT POLICY AND MANAGEMENT PROCEDURE**

Higher Farm Education definition of Risk:

**A Risk Assessment needs to be carried out**:

*When the Learner's previous or current behaviour suggests that being in Education with Higher Farm Education or engaging in a new activity or arrangement with Higher Farm Education poses a risk.*

**Introduction**

The title of the policy managing the risk is very important. Risk management is, in fact, all about promoting opportunity and ensuring that safeguards are in place where necessary, to try to ensure this happens to everyone’s advantage.

The policy is surrounding the individuals that we support and the risks which are posed either to them or by them. It is not meant to replace or replicate H&S assessments in buildings for example:

**Aims of the Risk Assessment**:

* To identify the risky behaviour or situation
* Who or what poses the risk
* Who is at risk
* The degree of risk present or anticipated risk
* To identify how to lower and manage the risk
* To decide whether this option will be safe for the child or young person

**Procedure**

1. It is important to look at the Learner's past behaviour as it is often an indicator of future behaviour.

1. Gain an account of the Learner's background and any risk factors such as experience of neglect, abuse or domestic violence.

1. Record previous incidences of risky behaviour and any triggers to these incidents.

1. Ask how this behaviour has been managed previously and with what results with previous agencies and referrers.

1. Details of current risky behaviour or risks likely to occur in the new situation.

1. An assessment of the Learner’s awareness and understanding of the risk and any special needs which should be taken into account.

**Process**

**Identify:**

1. What needs to be done to reduce the risk to the lowest possible level.

1. What resources will need to be put in place, and what changes will need to be made to manage the risk and who will do it?

1. Decide whether the risk is now acceptable and safe for the Learner.

1. Record how the risk will be managed and a Review Date.

1. Assess the likely level of risk - whether it is **High, Medium or Low.**

1. Past risks and who was affected.

1. Current or likely future risks and who is or will be affected.

1. Consider the likelihood that the behaviour will occur or reoccur or the child or young person or others will continue to be at risk unless action is taken to avoid, reduce or contain the risk within safe limits.

**Risk Assessment**:

Each referral which Higher Farm Education receives is accompanied by a Risk Assessment which is completed by the referring agency. Information contained within the assessment determines the level of risk and support that the young person requires prior to engaging with the service. In the event that a referral is not accompanied by a risk assessment, the referral itself can be used as a risk assessment tool.

**Pre Risk Assessment**:

A pre risk assessment is discussed by Higher Farm Education on all referrals received prior to any decision made to accept the referral. The pre risk assessment informs the risk assessment of the nature of risk the Learner poses and the level of support which is required with a view of the Learner becoming independent. If the risk level is deemed medium to high Higher Farm Education will complete an internal risk assessment. Once this process is complete, a decision will be given to the referrer if Higher Farm Education accepts the referral.

**Internal Risk Assessment:**

An internal risk assessment is completed if the potential Learner presents risk and is scored medium to high at the pre assessment risk stage. The internal risk assessment will determine what actions are required and outline the timescales when they should be completed. The internal risk assessment will inform the Risk Management plan.

**Risk management plan**:

Once a risk assessment plan is completed and the potential of risk is high from the prospective Learner, a plan is then put in place outlining actions required as to how the risk could be managed in order to reduce and minimise the risk. Once the plan is complete, the information is then presented to the referring agency. At this point if Higher Farm Education was to accept the referral, it would be a joint agreement between the referring agency and Higher Farm Education on the level of support and measures to minimize the risk to its capacity.

A risk management plan must be revised at least once every six months, and could be included in the mid-year review.

**Definition of Risk Levels:**

**High** - Certain or highly likely to happen

Impact: serious or significant detrimental consequences to Learner or other individuals.

**Medium -** Likely or possibly will happen

Impact: Less detrimental consequences but concerns remain.

**Low -** Unlikely to happen or not possible

Impact: Would not have serious or lasting consequences to child or other individuals.

**Managing risk involves 3 stages**:

1. Assessing the risk

1. Devising a plan to eliminate or reduce the risk and to identify actions to take if risk occurs.

1. Review the effectiveness of the Risk Management Plan

**Assessing the Risk**

1. **Assessing the risk (Identify what the risk is).**

This could be in general terms for example, risk of someone living in a house on their own or more specific for example risks associated with Learner completing an activity.

Each of these scenarios could involve numerous possibilities for example vulnerability of Learner living in isolation, not confident living in semi-independent setting or travelling to activities on their own which may involve crossing the road.

Make a provisional decision about the level of risk. This is important because it will inform on who needs to be involved in the plan.

The likelihood of risks occurring and the potential impact of those risks. Likelihood is judged on a scale of Low medium or high

1. Consideration on what factors might increase or decrease the risk for example, someone going to the shops when they were agitated beforehand, would probably increase the chances that they would be agitated whilst shopping, for someone who had no road awareness, the chances of being knocked down may decrease by having someone to support them across the road etc.

1. Understanding the benefits of the activity. Do the benefits of the activity outweigh the possible negative consequences? A possible deciding factor could be the risk is too great and the assessment would outline that the person should not be involved in that activity at present.

1. **Construct a Plan (Devising the plan)**

A Risk Management Plan which should look at:

* + Can the risk be avoided altogether – how?
  + How can we minimise the risk?
  + What do we do if the risk occurs?
  + When will we review the plan?

1. **Reviewing the Effectiveness of the Plan.**

* 1. All plans need to have a review date.
  2. The review would be called by the Risk Manager.
  3. Thought should be given to who needs to be included in the review.
  4. Statistical data would be useful at most reviews if this is practical.
  5. Agree and make any amendments to plan and set new date. Inform Provision Manager of outcome.