

<b>Assessment Title:</b> 1:1 support for children/young people in schools	<b>Individual Pupil Risk Assessment</b>	<b>Ref. Number</b>
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<b>School Name:</b>  TNCP/ Harrogate Cluster	<b>School Address:</b>  9 Temple Newsam schools and 6 Harrogate schools Cluster office base in Temple Newsam: Meadowfield Primary School, Halton Moor Avenue, Leeds, LS9 0JY Cluster Office base in Harrogate: Red Kite Central Office, Rossett School and Harrogate Grammar School
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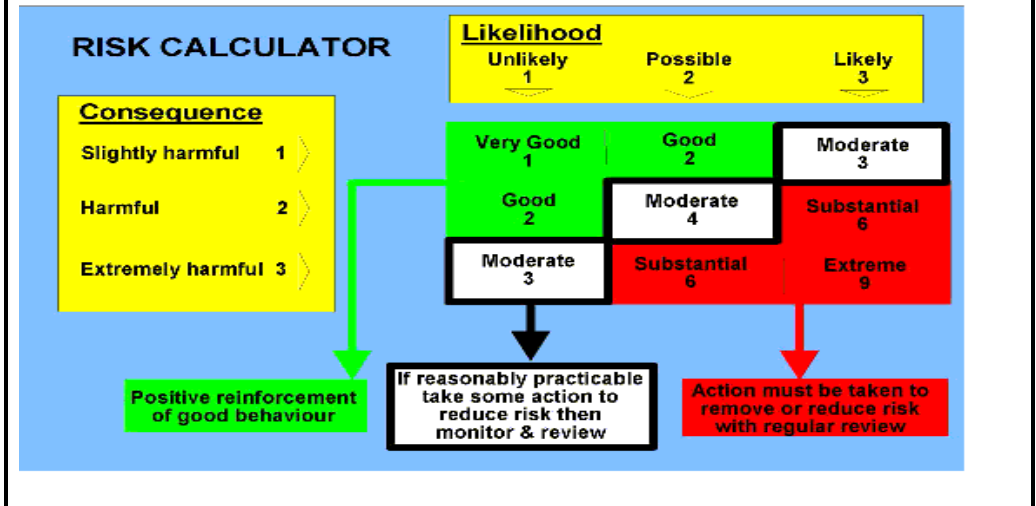
<b>Date Assessment Undertaken:</b>  1/9/2024	<b>Name of Assessor (print):</b>  Gemma Sargeant/Lisa Oxley	<b>Assessor Signature:</b>  <i>G. Sargeant / L. Oxley</i>	<b>Assessment Review Date:</b>  Annually
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<b>Name of Head Teacher / Centre Manager (print):</b>  Lisa Oxley	<b>Head Teacher / Centre Manager Signature:</b>  <i>L. Oxley</i>	<b>Name of Chair of Governors (print):</b>  Cluster Chair: Caroline Johnson	<b>Chair of Governors Signature:</b>  <i>C. Johnson</i>
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<b>Main Legislation and/or Information Source:</b>	<ul style="list-style-type: none"> <li>- Health &amp; Safety at Work Act 1974.</li> <li>- Management of H &amp; S at Work Regulations 1999.</li> </ul>
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**Background/Key triggers/Key information.**

TNCP and Harrogate Cluster deliver 1:1 intervention with children and young people across several schools in the partnership. This risk assessment is to ensure that vulnerable pupils and staff can deliver these interventions safely



	Hazard observed	Who may be harmed?	Risk rating before controls Consequence x Likelihood =	Control measures/ notes	Risk rating after controls Consequence x Likelihood =	Control measures by: Initial
1	Potential Injury to staff where a one-to-one intervention is taking place with a vulnerable pupil	Cluster team  Serious injury/injury to staff, child	4	<ul style="list-style-type: none"> <li>• 1:1 Interventions delivered in schools / community setting or children's centre where possible</li> <li>• Risk assessments complete for home visits</li> <li>• Initial home visits to be completed in pairs</li> <li>• Home visit policy in place with team paired up in a buddy system for emergencies</li> <li>• Glass pane in doors in school's intervention rooms</li> <li>• Consider where staff/children sit so that a quick exit can be made if necessary</li> <li>• Team Teach training for the team delivering 1:1 support (to access rolling programme as and when school are offering the training or lone working training / School)</li> <li>• Guidance and Support referral information from schools and referrers comprehensive and identifies any risks</li> <li>• Assessment of needs prior to intervention by cluster worker</li> <li>• Ensure lead in school is aware of where/when the intervention is taking place</li> <li>• Individual "assessment or scaling" of needs/current circumstances or risks that may be present that day such as medical needs, weapons awareness, mood. Individual RA to be completed if necessary</li> <li>• Ensure staff have the means to summon help if necessary, via landline, mobile phone, walkie talkie</li> <li>• Staff not in isolated buildings or rooms on their own where possible. If this is necessary, make sure team member has a walkie talkie from school / mobile phone and is easily able to summon help</li> <li>• Ensure staff have a panic alarm easily accessible</li> </ul>	2	GS/ LO
2	Potential Injury to children where a one-to-one intervention is taking place with a vulnerable pupil	Child or young person  Serious injury/injury to staff, child	4	<ul style="list-style-type: none"> <li>• 1:1 Interventions delivered in schools / community setting or children's centre where possible</li> <li>• Risk assessments complete for all home visits</li> <li>• Initial home visits to be completed in pairs</li> <li>• Home visit policy in place with team paired up in a buddy system for emergencies</li> <li>• Glass pane in doors in school's intervention rooms</li> <li>• Consider where staff/children sit to facilitate quick exit if necessary</li> <li>• Team Teach training for all team members delivering 1:1 support (to access rolling programme as and when schools are offering the training, lone working and School)</li> <li>• Guidance and Support referral information from schools and referrers comprehensive and identifies any risks</li> <li>• Assessment of needs prior to intervention</li> <li>• Ensure lead in school is aware of where/when the intervention is taking place</li> <li>• Individual "assessment or scaling" of needs/current circumstances or risks that may be present that day such as medical needs, weapons awareness, mood. Individual RA to be completed if necessary</li> <li>• Staff not in isolated buildings or rooms on their own where possible. If this is necessary, make sure team member has a walkie talkie mobile from school and mobile phone to summon help if required</li> <li>• Ensure staff have a panic alarm easily accessible</li> </ul>	2	GS/ LO

	<b>Hazard observed</b>	<b>Who may be harmed?</b>	<b>Risk rating before controls</b> Consequence x Likelihood =	<b>Control measures/ notes</b>	<b>Risk rating after controls</b> Consequence x Likelihood =	<b>Control measures by:</b> Initial
3	Potential false accusations from or towards staff or pupils	Child or young person Cluster team  Psychological impact, impact on service delivery and staff / child lives	6	<ul style="list-style-type: none"> <li>• Glass pane in the doors of intervention rooms</li> <li>• Risk assessments in place and referral information comprehensive</li> <li>• Ensuring not isolated when working with a YP and other professionals about in school</li> <li>• Team Teach and lone working training completed plus relevant Schoot modules</li> <li>• Ensure staff have the means to summon assistance if required via landline, mobile phone, walkie talkie</li> <li>• Record keeping of interventions and any incidents on case notes system. Report to manager</li> </ul>	3	GS/ LO

