

# **Illuminate You – Risk Assessment and Planning Policy**

## **1. Policy Statement**

Illuminate You, Lifelong Learning Lodge, is committed to maintaining a safe, secure, and supportive environment for all learners, staff, and visitors.

We recognise that effective risk assessment and planning are essential to protect the physical and emotional well-being of young people and staff, particularly given the complex needs of our learners who may present with Social, Emotional, and Mental Health (SEMH) difficulties and other additional vulnerabilities.

Our approach is grounded in trauma-informed practice, therapeutic intervention, and proactive risk management, aiming to reduce harm and promote safety, learning, and independence.

## **2. Purpose**

This policy aims to:

- Outline the framework for identifying, assessing, managing, and reviewing risks within the school environment.
- Ensure consistency and clarity in how risk assessments are conducted and recorded.
- Promote the safety, health, and well-being of learners and staff through proactive planning.
- Support compliance with statutory requirements, including health and safety legislation and safeguarding duties.

## **3. Legislative and Regulatory Framework**

This policy operates in accordance with:

- [Health and Safety at Work etc. Act 1974](#)
- [Management of Health and Safety at Work Regulations 1999](#)
- [Children Act 1989 and 2004](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [DfE Guidance on Health and Safety in Schools](#)

#### 4. Scope

This policy applies to all staff, learners, contractors, and visitors at Illuminate You, Lifelong Learning Lodge, including off-site activities, transport, and community learning. It covers:

- Environmental and site-based risks
- Learner-specific behavioural and welfare risks
- Educational visits and community engagement activities
- Curriculum delivery and vocational learning
- Health and safety and fire safety arrangements

#### 5. Ethos and Principles

Our risk assessment process is based on the following principles:

- **Proactive, not reactive:** anticipating and preventing risks before they occur.
- **Person-centred:** understanding each learner's triggers, needs, and vulnerabilities.
- **Trauma-informed:** recognising that behaviour often communicates distress rather than defiance.
- **Collaborative:** involving staff, learners, and relevant professionals in planning and review.
- **Empowering:** promoting independence and responsibility while maintaining safety.
- **Dynamic:** ensuring assessments are regularly reviewed and adapted to changing circumstances.

#### 6. Types of Risk Assessments

Illuminate You uses a layered approach to risk management, which includes:

##### a. General Risk Assessments

Cover premises, equipment, classroom activities, fire safety, hygiene, and the general operation of the school.

### **b. Learner-Specific Risk Assessments**

Developed for individual students where additional needs, vulnerabilities, or behaviours pose potential risks to themselves or others.

These include:

- **Behaviour and Regulation Risk Assessments**
- **Individual Support and Safety Plans (ISSPs)**
- **Positive Handling/Physical Intervention Plans** (aligned with TCI model)

### **c. Activity or Trip-Based Risk Assessments**

Produced for off-site learning, enrichment, or vocational activities to ensure safety, supervision, and suitability of participation.

### **d. Staff and Role-Based Risk Assessments**

Used to identify and mitigate risks associated with specific duties or lone working arrangements.

## **7. Responsibilities**

### **Head of Provision**

- Holds overall responsibility for ensuring this policy is implemented and monitored.
- Approves all high-risk activity plans and oversees training compliance.

### **Health and Safety Lead**

- Ensures site and operational risk assessments are current and compliant.
- Maintains records of completed assessments and review schedules.

### **Designated Safeguarding Lead (DSL)**

- Monitors learner-specific risk assessments to ensure integration with safeguarding and behaviour management plans.
- Ensures communication with local authorities and partner agencies where necessary.

### **Teachers and Support Staff**

- Conduct and regularly review classroom, learner-specific, and activity-based risk assessments.
- Report changes in risk or new hazards immediately.

### **Learners**

- Are encouraged to participate in discussions about their safety, boundaries, and responsibilities as part of their Empowerment Pathway and Life Skills curriculum.

## **8. Risk Assessment Process**

The risk assessment process follows a five-step model:

1. **Identify the hazards** – what could cause harm.
2. **Decide who might be harmed and how** – learners, staff, visitors, etc.
3. **Evaluate the risks** – assess likelihood and severity, apply control measures.
4. **Record findings** – using Illuminate You’s standardised risk assessment templates.
5. **Review and update** – regularly or following incidents, changes, or reviews.

Risk levels are typically graded using a **RAG (Red–Amber–Green)** system for clarity and consistency.

## **9. Individual Risk and Safety Planning**

For learners with identified risks or vulnerabilities, staff will complete:

- **Individual Support and Safety Plan (ISSP):**  
Outlines known triggers, early warning signs, de-escalation strategies, and agreed responses.
- **Behaviour Regulation Plan:**  
Developed collaboratively with the learner, focusing on emotional regulation, positive reinforcement, and restorative approaches.
- **Multi-Agency Review:**  
Involves input from social workers, therapists, parents/carers, and other professionals to ensure a holistic safety plan.

## **10. Recording, Review, and Monitoring**

- All risk assessments are logged securely and reviewed at least termly, or sooner following an incident or change in circumstances.
- Reviews are overseen by the Head of Provision and Health and Safety Lead.
- Patterns and trends are analysed to inform practice, training, and environment improvements.

## **11. Training and Competence**

All staff receive training in:

- Health and Safety Awareness
- Safeguarding and Child Protection
- Therapeutic Crisis Intervention (TCI) and De-escalation
- Trauma-Informed Practice
- Risk Assessment Procedures

Refresher training is provided annually or following significant incidents.

## **12. Communication and Reporting**

- All staff are responsible for reporting new hazards or risks to the Health and Safety Lead.
- Significant incidents or changes must be shared with parents/carers and the placing authority.
- Multi-agency safeguarding procedures will be followed where risk involves potential harm to a child or vulnerable person.

## **13. Review and Policy Management**

This policy will be reviewed **annually** or following any major incident, change in legislation, or identified gap in procedure.

Monitoring will include:

- Regular audit of risk assessments.

- Health and safety inspections.
- Feedback from staff, learners, and external partners.

### **Related Policies**

- Health and Safety Policy
- Behaviour and TCI Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Fire Safety and Evacuation Policy