**Appendix 1**

**Exemplar Reduced Hours Provision Risk Assessment**

**– please adapt as required**

To be completed by the person who will be overseeing the child or young person’s reduced hours provision **before** any agreement is made with parents/carers/social worker for a CiC. See separate parent/carer/social worker for a CiC consent form.

In line with the school’s safeguarding responsibilities, it is important that the school carries out its own assessment to ascertain that it is safe for the child or young person to not be in school full-time. It is recommended that a visit to the child or young person’s home is made and clear information obtained about who is responsible for the child or young person when he/she is not in school. This may be in liaison with Children’s Services (Social Care) if the child or young person is on a CiN or CP plan.

Additionally, schools need to be mindful of the risks associated with the logistics of new transport arrangements for the child or young person, who may be accessing school at different times chaperoned by different members of the family or other parties. Schools will need to be clear on collection and arrival arrangements. This detail can be written into the risk assessment below.

|  |  |
| --- | --- |
| **Pupil Name:** |  |
| **Date of Birth:** |  |
| **Year Group:** |  |
| **School:** |  |
| **Completed by:** |  |
| **Completed on:** |  |
| **Date for Review:** |  |
| **Review Details:** |  |

**This plan is to be shared with:** ………………………………………..……………………..

|  |  |  |
| --- | --- | --- |
| **Identification, Assessment and Risk Reduction** |  |  |

|  |  |
| --- | --- |
|  | **IDENTIFICATION OF RISKS** |
| **Risk 1** | Describe the riskIs the risk potential or actual? Who is affected by the risk? |  |
| **Risk 2** | Describe the riskIs the risk potential or actual? Who is affected by the risk? |  |
| **Risk 3** | Describe the riskIs the risk potential or actual? Who is affected by the risk? |  |
|  | **ASSESSMENT OF RISKS** |
| **Risk 1** | In which situation does the risk usually occur?How likely is it that the risk will arise?If the risk arises, who is likely to be injured/hurt? |  |
| **Risk 2** | In which situation does the risk usually occur?How likely is it that the risk will arise?If the risk arises, who is likely to be injured/hurt? |  |
| **Risk 3** | In which situation does the risk usually occur?How likely is it that the risk will arise?If the risk arises, who is likely to be injured/hurt? |  |
|  | **RISK REDUCTION: PROACTIVE AND REACTIVE** |
| **Proactive interventions to reduce/ prevent risk** | For example:* Daily contact with pupil and parent/carer
* Single point of contact
* Weekly feedback/updates
* Behaviour management plan
* Safe place and trusted personnel at difficult times
* Home visit
* Travel and collection plan/ timetable
* Liaison with outside agencies
* Other
 |  |
|  | **RISK REDUCTION: PROACTIVE AND REACTIVE (cont.)** |
| **Early interventions to manage risk** | Identify exactly what an adult will immediately do if the risk is observed. This may include environmental adaptations, distractions or agreed strategies Identify exactly what an adult will do if the risk is reported to them by a pupil: |  |
| **Interventions to respond to adverse outcomes** | For example:* Incidents to be logged, dated and signed according to safeguarding protocols
* Designated school adult
* Contact parents
* Contact other agencies
* End reduced hours provision
* Other
 |  |

**Review of Risk Assessment Plan**

|  |  |  |
| --- | --- | --- |
| **Measures set out** | **Effectiveness in supporting the pupil** | **Impact on risk** |
|  |  |  |
|  |  |  |
|  |  |  |

**Does the Risk Assessment need to continue**: Yes / No

**Are there any additions/alterations to the Plan**: Yes / No

If ‘YES’ list these here:

**Risk Assessment reviewed on**: ………………………………………………………………

**Is a further Review required:** YES / NO

**Agreed Review Date:** ……………………………………………………………………………