

Core Student and One-to-One Working Risk Assessment



Student name		Date of birth	
Assessor		Assessment date	
Next review date		Provision start date	

Complete for every student. Delete or mark N/A where a hazard is not relevant, and add student-specific hazards where needed.

Hazard and potential harm	Who may be harmed	Initial likelihood	Initial severity	Initial risk	Pre-populated control measures (adopt to the student and setting)	Further actions / owner / deadline	Residual likelihood	Residual severity	Residual risk
Absconding / missing from supervision	Student, staff and others				- Confirm known history, triggers, likely destinations and response plan. - Agree boundaries, meeting points and what happens if the student leaves. - Use predictable plans and give advance notice of transitions. - Keep emergency contacts and a charged phone available. - Do not pursue into unsafe locations; contact parent/carer, venue and emergency services as required. - Record and report every incident; review community suitability.				
Emotional dysregulation, distress, shutdown or panic	Student, staff and others				- Record early warning signs, triggers and known regulation strategies. - Use calm, low-arousal communication and reduce demands. - Offer agreed breaks, quiet space and choices. - Avoid confrontation, crowding, unexpected touch or escalating language. - Agree when the session should pause or end and who should be contacted. - Share safeguarding or welfare concerns promptly.				
Physical aggression, threats or damage to property	Student, staff and others				- Obtain full history and identify triggers, warning signs and previous effective responses. - Maintain access to an exit and avoid confined spaces. - Keep potentially dangerous objects out of reach. - Use de-escalation; do not use physical intervention unless trained, authorised and necessary to prevent immediate harm. - Withdraw and summon help where safety cannot be maintained. - Report incident and review staffing level, venue and controls.				
Verbal aggression, intimidation or discriminatory abuse	Student, staff and others				- Set clear expectations and professional boundaries at induction. - Respond calmly; do not argue or mirror hostility. - Name unacceptable behaviour and offer a route back to safe engagement. - End the session if threats are credible or behaviour prevents safe working.				

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					- Record and escalate repeated or serious incidents.				
Self-harm, suicidal thoughts or acute mental-health concern	Student, staff and others				- Review referral information and known safety plans before provision begins. - Staff must not promise confidentiality. - Ask direct, proportionate questions where concern arises and contact the DSL/DDSL immediately. - Do not leave the student alone where there is immediate risk. - Contact emergency services for imminent danger or serious injury. - Record factually on the safeguarding system and follow the agreed crisis plan.				
Medical condition, allergy or medication emergency	Student, staff and others				- Obtain written medical information, emergency plan and contact details. - Confirm what staff are trained and authorised to do. - Check medication and emergency equipment are available, in date and accessible. - Identify nearest first-aid support and emergency access. - Call 999 for a serious or life-threatening event. - Create a separate condition-specific assessment where required.				
Impulsivity or limited danger awareness	Student, staff and others				- Identify specific unsafe behaviours and environmental triggers. - Use simple, explicit safety rules and check understanding. - Increase supervision around roads, transport, water, heights and crowds. - Choose lower-risk locations and activities. - Stop or adapt the activity if instructions cannot be followed safely.				
Vulnerability to exploitation, grooming or unsafe contact	Student, staff and others				- Review known risks, restrictions, missing episodes and relevant safety plans. - Avoid known high-risk locations and unscheduled contact with peers/adults. - Maintain line of sight in community settings where required. - Challenge and report concerning contact, gifts, substances or unexplained money. - Follow safeguarding and missing-child procedures. - Complete any required specialist exploitation assessment.				
Sexualised behaviour, boundary violations or allegations	Student, staff and others				- Explain professional boundaries and appropriate conduct. - Work in observable, appropriate spaces; avoid bedrooms and unnecessary physical contact. - Maintain factual session records and report concerns immediately.				

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					- Do not investigate an allegation; preserve the student's words and contact the DSL/DDSL. - Review whether venue, staffing or supervision arrangements need to change.				
Weapons, sharp objects, prohibited items or substances	Student, staff and others				- Review known history and likely access before sessions begin. - Do not search the student or attempt to seize an item where this creates danger. - Move away, protect others and contact the venue lead, parent/carer, DSL or police as appropriate. - End the session where safe working cannot continue. - Record and review before any further session.				
Communication, sensory or cognitive needs leading to misunderstanding	Student, staff and others				- Use the student's preferred communication method and accessible language. - Break instructions into short steps and check understanding. - Provide visual plans, processing time and predictable routines. - Adapt lighting, noise, seating and sensory demands where possible. - Avoid interpreting non-compliance without considering unmet need or overload.				
Online safety and device use during sessions	Student, staff and others				- Use approved platforms, accounts and devices where possible. - Agree boundaries for messaging, photography, recording and social media. - Do not connect with students through personal social-media accounts. - Position screens appropriately while respecting dignity and privacy. - Report harmful content, exploitation concerns or disclosures through safeguarding procedures.				
Lone-working risk to staff	Student, staff and others				- Staff share session location and times through the agreed system. - Maintain a charged phone and reliable check-in arrangements. - Know how to summon assistance and leave safely. - Do not remain where an adult, student or environment presents an unmanaged threat. - Report missed check-ins, incidents and near misses. - Consider two-person staffing where residual risk cannot be managed one-to-one.				
Overall decision		Suitable / Suitable with additional controls / Not currently suitable			Approved by				
Review triggers		Incident, safeguarding concern, new information, change of venue/timetable, change in presentation, or review date.							

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Separate specialist assessments may be required for medical conditions, transport, exploitation, pregnancy, manual handling, hazardous activities or any risk not adequately covered here.