



# Best Foot Forward Risk Assessment One-to-One Working

**Risk Assessment Guidance** (please familiarise yourself with this guidance before completing the risk assessment below):

There are lots of different ways that people use to judge how safe places, activities or materials are. One of these is the calculation approach. For each potential hazard, an assessor gives a score out of 5 for how likely the risk is, and how severe the consequences might be should it happen. These scores are multiplied to give a risk score.

## Likelihood

Rating 1 = Very unlikely

Rating 2 = Unlikely

Rating 3 = Likely

Rating 4 = Very likely

Rating 5 = Almost certain

## Severity

Rating 1 = No injury/impact

Rating 2 = Minor injury/impact

Rating 3 = "3 day" injury/impact

Rating 4 = Major injury/impact

Rating 5 = Fatality, disabling injury, etc

## Risk

		Severity				
Likelihood	x	1	2	3	4	5
	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
	5	5	10	15	20	25

  Manageable risk

  Requires Review

  Unacceptable risk

## Example calculation:

*'You are being asked to work with a 12-year-old girl in the community on a one-to-one basis. When considering their flight risk and potential consequences / risk of harm, should she abscond and likeliness of this happening, you have discussed this with her parents, school and staff at the residential home where she lives alongside your own professional judgement and deemed that her risk of flight is quite low, although this has happened on a few occasions in the past, therefore you have scored this risk as 2. When considering her 'Severity Score' should she abscond in the community, this is deemed as quite high in light of her ADHD diagnosis and associated high level of impulsivity as well as her tendency to be over-trusting of adults and possess a willingness to please making her additionally vulnerable to sexual or criminal exploitation, therefore this is scored as 4 making her overall risk level a score of 8, which would not rule out one-to-one tutoring or mentoring in the community but means the RA needs to be regularly reviewed with the need for this to be discussed with BEST FOOT FORWARD DSL if it seems that the risks have increased, potentially into the 'unacceptable risk category.'*  $2 \times 4 = 8$  8 is in the yellow zone: Requires Review

Once a hazard has been identified, steps can be taken to reduce the risk. In this case, a trusting relationship has been built between the student and the mentor/tutor. While this hasn't affected the severity of consequences of absconding, it has reduced the risk of it happening due to an established relationship with clear boundaries. The new likelihood score is therefore 1 and creates a new overall risk score of 4 (1x4). This is now a manageable risk.

**Note:** This doesn't mean that there is no risk; it just means that the risk is safe enough to be managed by the usual procedures: firm boundaries, notice of the session plan, consideration of the environmental factors that might increase the risk of absconding etc.



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Once the risk assessment has been carried out, it may be necessary to take further action to reduce the risk to an acceptable level, and then to update the risk assessment document to reflect the changes.

It is very rare that any environment or activity can be free of risk. However, the risk assessment process can help us to judge which risks are greatest, and to reduce risks to the level that can be easily managed by sensible safe behaviour. We use this practice all the time, from crossing the road, to driving a car.

Safety is not about removing risk; it's about acting as safely as possible to reduce it. It is also worth noting that a risk assessment will need to be reviewed if the situation changes significantly e.g., the breakdown of a relationship between the student and the mentor/tutor, an increase in volatile behaviour on the part of the student, as reported by those working around the student.

### Before undertaking a mentoring/tutoring activity, undertake a basic risk assessment:

- Would the parent/carer consider I'm taking great care of their child and give you consent for the activity you are considering?
- Is the child I am mentoring able to undertake the activity safely? This includes the appropriateness of their clothing, their physical ability, their age, their emotional wellbeing, and their energy levels.
- What could go wrong?
- How can this risk be averted or minimised?
- Is any equipment needed for the activity? Is the equipment in suitable and safe condition?
- What are the hazards you need to consider both as you prepare, travel to, and undertake the activity?
- What will you do if there is an emergency? Is there mobile coverage?
- Are there any particular skills that you need to undertake the activity?
- *If any of the questions leaves you in any doubt about the safety of the activity, contact your DSL or DDSL to process whether or not you should undertake the activity.*



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Below is a form that can be used to assess risk and mitigations.

1. Identify the significant risks (losses) that could result from the activity
<ul style="list-style-type: none"><li>• Physical Injury</li><li>• Social/psychological</li><li>• Material (gear or equipment)</li></ul>
2. List the hazards (causes) that could lead to each risk/loss.
<ul style="list-style-type: none"><li>• People</li><li>• Equipment</li><li>• Environment</li></ul>
3. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards.
<ul style="list-style-type: none"><li>• Eliminate if possible</li><li>• Isolate if can't eliminate</li><li>• Minimise if can't isolate</li><li>• Cancel if can't eliminate, isolate or minimise</li></ul>
4. Make an emergency plan to manage each identified risk/loss.
<ul style="list-style-type: none"><li>• Step by step management</li><li>• Equipment/resources required</li></ul>

### Definitions:

<b>Risk Assessment</b>	A systematic examination of workplace risks in 5 steps: 1) Identify the hazards, 2) Identify who might be harmed and how, 3) Evaluation the hazard (by examining current controls and recommending further controls), 4) Recording the assessment and 5) Reviewing the assessment.
<b>Hazard</b>	Something with the potential to cause harm e.g. tools, machinery, work equipment, substances, workstation, unsafe system of work etc.
<b>Harm</b>	The damage that a hazard may cause e.g. physiological effects (physical injury, ill health) and psychological factors (e.g. stress), loss of time/efficiency and damage to the premises/equipment.
<b>Likelihood</b>	The chance that a hazard realises its potential to cause harm.
<b>Severity</b>	Extent of injury, damage etc.
<b>Risk</b>	The probability of a hazard actually causing harm.
<b>Controls</b>	Measures introduced or installed to reduce to a minimum the possibility of harm to persons, plant and property.



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Assessment carried out by:

Student name:

Date of next review:

Date assessment was carried out:

Hazard	Likelihood Score	Severity Score	Overall Risk Score	Actions already taken to reduce risk	Further actions recommended
One-to-One working considerations					
Flight Risk				<ul style="list-style-type: none"><li>• Establish a trusting relationship with the student so that issues can be shared honestly and openly.</li><li>• Identify potential triggers so that these can be avoided where possible.</li><li>• Use of de-escalation techniques in the event of heightened or dysregulated behaviour.</li><li>• Where risk is high limit session activities to within the home.</li><li>• Where risk is high it may be necessary to employ 2-1 mentoring.</li><li>• Ensure that firm boundaries are put in place before attempting sessions in the community.</li><li>• Give plenty of notice and prepare the student for what is going to happen in advance to reduce anxiety</li></ul>	<ul style="list-style-type: none"><li>• Provide training for staff on behaviour management and working with young people with SEN.</li><li>• Share information with colleagues about the potential risk of a specific student.</li><li>• Staff to have read in advance any risk assessment and information from referrer, family and other agency involved</li></ul>
Risk in car – accident, breakdown				<ul style="list-style-type: none"><li>• Experienced driver</li><li>• Fully serviced and MOT'd vehicle.</li><li>• Breakdown cover and business insurance.</li><li>• Ensure mobile phone is adequately charged in the event of an accident/breakdown.</li></ul>	<ul style="list-style-type: none"><li>• Directors to ensure all required checks are made for car safety, eligibility to drive, DVLA and MOT checked, and licences are cleared for each staff</li></ul>



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				<ul style="list-style-type: none"><li>• Set clear boundaries that make you feel safe with them in the vehicle. This includes whether you will let them alter the stereo settings, heating etc.</li><li>• Have a clear plan in place to stop and park the vehicle whenever the young person breaks a rule in the car so you can be clear about the significance of safety.</li><li>• You do not have permission to take the young person's friends or siblings without explicit consent from the parent. This rule does not apply for additional passengers aged 16 years and over.</li><li>• How old is your young person?</li><li>• If they are 7 and under, they are required to sit in a child restraint.</li><li>• If they are 8, they must sit in a child restraint if one is present.</li></ul>	<p>member and their respective vehicles.</p> <ul style="list-style-type: none"><li>• Directors to ensure that staff members have appropriate business insurance.</li><li>• Staff to have read in advance any risk assessment and information from referrer, family and other agency involved</li><li>• Staff to carry emergency contact numbers for student's parent/ carer; BEST FOOT FORWARD Office, emergency services</li></ul>
Tutoring/Mentoring in the young person's home.				<ul style="list-style-type: none"><li>• When indoors, use lounges, dining areas and kitchens for mentoring at home.</li><li>• Ensure another responsible adult is present in the home whilst the session is taking place.</li><li>• Ensure that you have an agreed plan in place with the young person and the parent/carers if the young person becomes heightened or dysregulated.</li></ul>	
Tutoring/Mentoring in a school setting				<ul style="list-style-type: none"><li>• Avoid contact with other students where possible.</li><li>• Be aware of the school's fire-safety procedures and emergency exits.</li><li>• Liaise with school staff about any potential tension that may exist between the young person and staff/students.</li></ul>	<ul style="list-style-type: none"><li>• Directors to agree/liaise with school over arrangements for working in the school with a young person.</li></ul>





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				<ul style="list-style-type: none"> <li>• Liaise with the school to ensure that there are agreed arrival/exit arrangements for the young person.</li> </ul>	
Walking				<ul style="list-style-type: none"> <li>• Always get approval from the parent/carer to undertake the activity.</li> <li>• The mentor should make consideration of the young person's ability, stamina and clothing (including footwear) before undertaking the walk. Mentors are responsible for making sure there is sufficient food, fluid, and appropriate access to First Aid for walks.</li> <li>• Avoid areas where there are bodies of water.</li> <li>• Avoid areas where there are hazards or specific triggers for this student</li> <li>• Avoid areas where there are opportunities to "climb" that would present a risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to have read in advance any risk assessment and information from referrer, family and other agency involved</li> <li>• Staff to carry emergency contact numbers for student's parent/ carer; BEST FOOT FORWARD Office, emergency services</li> <li>• If the student is heightened or dysregulated and cannot deescalate, pause, stop or do not start activity</li> </ul>
General risk in public spaces/community-based sessions				<ul style="list-style-type: none"> <li>• Always get approval from the parent/carer to undertake the activity.</li> <li>• Insist on PPE where necessary e.g., a skate park.</li> <li>• Ensure that firm boundaries are put in place before attempting sessions in the community.</li> <li>• Give plenty of notice and prepare the student for what is going to happen in advance to reduce anxiety</li> <li>• Avoid areas where there are bodies of water.</li> <li>• Avoid areas where there are hazards or specific triggers for this student which cannot be otherwise managed</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to carry emergency contact numbers for student's parent/ carer; BEST FOOT FORWARD Office, emergency services</li> <li>• Choose safe spaces to work and ensure student is happy to be there with awareness of how busy environment is and facilities. Before embarking on community-based session, set and agree parameters with the young person for community-based working.</li> </ul>



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				<ul style="list-style-type: none"><li>• Check and ensure road safety knowledge and practice for student</li></ul>	
Risk at parks/outside spaces - injury				<ul style="list-style-type: none"><li>• Always get approval from the parent/carer to undertake the activity.</li><li>• Note low risks associated with play equipment and apparatus but with vigilance already given to choose safe areas where parks are maintained by local councils and are tidy.</li><li>• Avoid areas where there are bodies of water.</li><li>• Avoid areas where there are hazards or specific triggers for this student, which cannot be otherwise managed</li><li>• Avoid areas where there are opportunities to "climb" that would present a risk.</li></ul>	<ul style="list-style-type: none"><li>• Select well-kept parks in safe communities and in open areas where families are likely to frequent regularly and are considered safe. i.e not in isolated places, large tree cover etc</li><li>• Avoid heavily populated areas if young person presents as anxious or nervous around groups.</li><li>• Draw up separate risk assessment for any specific activity that deviates from a normal day to day activity, such as trampoline park, Go Ape, Rock-Up etc</li><li>• If the student is heightened or dysregulated and cannot deescalate, pause, stop or do not start activity</li></ul>
Risk from Covid – illness and infection of others				<ul style="list-style-type: none"><li>• Lateral flow tests to be carried out by student and mentor if symptoms are felt or close family or friends test positive.</li></ul>	<ul style="list-style-type: none"><li>• Obtain confirmation from both student and mentor that each will advise the other if a positive Covid test is expected.</li></ul>
Other Activity				<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



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\* FOR STUDENTS AT RISK OF SEXUAL EXPLOITATION PLEASE COMPLETE A SEPARATE "CERAF" RISK ASSESSMENT \*