



## Risk Assessment Process 2022 - 2023

This document covers the level of risk assessment that are used in an attempt to safeguard Sunnydown's students. All students have a **Level 1** risk assessment which is updated half termly. A vast majority of our students remain on Level 1 throughout their time at Sunnydown. Some students may progress to a **Level 2** or **Level 3** depending on their presenting needs. The level of Risk Assessment can change over time.

Others may require a **Personal Emergency Evacuation Plan (PEEP)** at any Level. This document is used when a child may require additional support in an emergency situation, such as a fire alarm or school evacuation. A small percentage of students require a PEEP.

A **Positive Handling Plan (PHP)** may be required for some students. This process is used to identify potential triggers to behaviours that may require adults to physically intervene to prevent the child hurting themselves or others, or damaging property. A very small percentage of students at Sunnydown require a PHP.

In accordance with changes to Safeguarding legislation from September 2021, others still will be supported through a thorough review of Sexually Harmful Behaviours using the **Brook Sexual Behaviours Traffic Light Tool**.

This booklet contains templates for each level of Risk Assessment, a flow chart supported by an explanation of how we arrive at our **Risk Rating**. Also included are templates for PEEPs, PHP and reviews of Sexually Harmful Behaviours using the Brook tool.

A file on each student is saved electronically on Google Drive (DSL Secure) with all staff able to access this information through a Pastoral member of staff.

The process of identifying risk and putting in place measures to reduce risk is comprehensive and is undertaken using data collected from the school day and in consultation with various staff groups and families, particularly where a Level 3 RA is considered necessary.

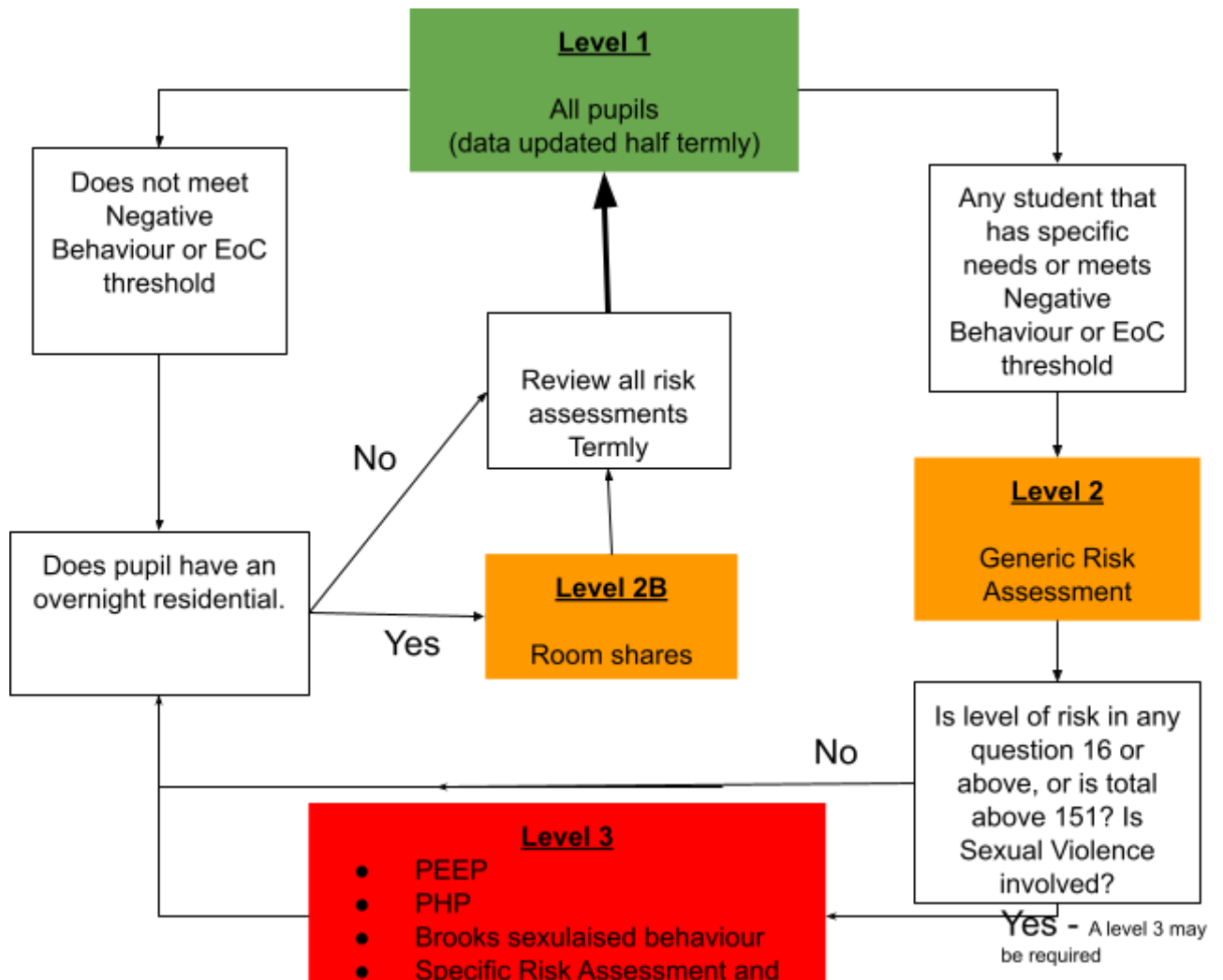
These groups include the Senior Leaders, the Pastoral Team, the DSL Team, Teaching Assistants, Teachers and families.

The processes and forms we employ at Sunnydown are designed to ensure the safety of all staff and students and to offer support in a targeted way. These processes are constantly reflected upon; however, modifications to these forms and processes will occur annually during July in preparation for the following September.



## Risk Assessment Flow Chart

To be read in conjunction with 'Determining Risk Rating'



### Threshold (Average/Student/half term) for Negative Incidents (SIMS) and EoCs

Level of Risk Assessment Required	Negative SLEUTH Entries	EoCs	Positive House Points (HP)
<b>Level 1 - monitor</b>	0	0	30+
<b>Level 1 - Monitor</b>	1		20 - 29
<b>Level 2</b>	2 - 3	1 (unless SHB)	10 - 19
<b>Level 3</b> (potentially, depending on nature of incidents and outcome of Level 2)	4+	2+	0 - 9

## Level 2 and Level 3 Risk Assessments

The Severity and Likelihood Matrix (below) is used to determine a Risk Rating for specific questions and overall risk.

The levels of severity and likelihood in the table below are used for considering responses to questions as part of Level 2 Risk Assessments and Level 3 Risk Assessments.

The risk rating (high, medium, low, or minimal) is colour coded with corresponding numbers within the matrix. The Risk Rating indicates the level of concern staff have for potential harm to self, others or property. The individual question and total risk rating will inform the response(s) required and the measures to reduce risk.

1. Decide how **severe** the potential harm or damage to self, others or property may be (**Severity**) should the behaviour/concern continue with a score between 1 and 5 (5 being most concerning)
2. Decide how **likely** the behaviour/concern is to occur again (**Likelihood**) a score of between 1 and 5 (5 being most severe and most likely).
3. Multiply these scores together to give the Risk Rating and record on the appropriate Risk Assessment. (Level 2 is done automatically on the spreadsheet, Level 3 is manual).

Severity & Likelihood Matrix  (used to determine Risk Rating)			Severity				
			5 Potential to be catastrophic, serious concern for welfare, substantial loss or damage to property or victim. <b>Any SHB.</b>	4 Serious, long term major impact, considerable loss or damage to property or victim	3 Moderate, significant impact/damage to property or victim	2 Minor impact, some loss or damage to property	1 Trivial, first aid or minimal loss or damage to property
Likelihood	Expected to occur regularly under normal circumstances	5 Almost certain	25	20	15	10	5
	Expected to occur at some time	4 Very likely	20	16	12	8	4
	May occur at some time	3 Likely	15	12	9	6	3
	Not likely to occur in normal circumstances	2 Unlikely	10	8	6	4	2
	Could happen but probably never will	1 Improbable	5	4	3	2	1

## Risk Rating and Possible Outcomes

These Possible Outcomes listed below correspond to the Risk Rating determined from the above process. They are not an exhaustive list of possible outcomes.

	Risk Rating Bands (Severity X Likelihood)			
	Minimal Risk 0-20 Q score 1-2	Low Risk 21-80 Q score 3-8	Medium Risk 81-150 Q score 9-15	High/Intolerable Risk 151-250 Q score 15-25 Any Sexual Violence
Possible Outcomes	Review termly to ensure controls remain effective	Continue, but review termly, maintaining awareness.  Communicate regularly between key worker, form tutor and pupil (and family if necessary)	<b>Level 2 RA must be completed</b>  Level 3 RA must be considered  Continue, but implement additional reasonably practicable controls where possible and monitor as required.  Review termly.  Ensure communication is maintained between key worker, form tutor and pupil.  Share concerns with family.	<b>STOP</b>  <b>Level 3 RA must be completed</b>  Identify new controls.  Pupil may have 1 to 1 ratio until risks are reduced to an acceptable level. Residential trips to be avoided unless risk is managed.  Monitor as required and review termly.  Share concerns with family.

## Level 2B - Room Share Risk Assessments - All students on Residential Trips

Student:	Form Class:
DoB:	Date of Risk Assessment:
Key Worker:	RA completed by:

All the bedrooms/tents/sleeping arrangements are considered to be shared rooms. We recognise the importance of careful risk assessment when planning room share arrangements in order to safeguard our pupils from potential harm or emotional upset. Careful consideration is made to ensure that the pupils who room share are compatible and to mitigate against the identifiable risk factors below.

A) <b>Risk Factors</b> (any risks identified in A) should be detailed in B) below.	Yes	No	Sometimes
1. Are the pupil's language skills/understanding such that they would be able to disclose any concerns?			
2. Does the pupil have any known sexual behaviour issues, eg, pupil masturbation, touching of others, uninhibited, overly physically affectionate or EoCs of a sexual nature?			
3. Does the pupil have any social behaviours which may cause offence or upset, eg, teasing, bullying, inappropriate or offensive language?			
4. Does the pupil exhibit any behaviours towards other pupils, eg, lashing out, hitting, obsessive, fearful, etc			
5. Is the pupil noisy or unsettled at night, eg, gets up frequently, calls out, sleep walks, poor sleeper?			
6. Does the pupil have night time incontinence/toileting problems?			
7. Other risk factors to consider			

**B) Details** - Please describe any other supervision issues, circumstances or medical needs, which should be taken into consideration.

Behaviour causing concern (Link to Level 1, 2 or 3)	Main risk if the behaviour continues (including who/what is at risk)	Control measures - Action to minimise risk	L	x	S	= R

Pupil assessed as suitable for room sharing	Pupil assessed as not suitable for room sharing
Comments:	Comments:

DSL/DDSL	Signature	Date



## Personal Emergency Evacuation Plan (PEEP)

<b>Personal Emergency Evacuation Plan</b>	Form Tutor:
	Author(s):
	Date:
	Scheduled Review Date:

<b>Pupil Name:</b>		
Class:	D.O.B:	
Is Pupil Aware of Emergency Procedures:	Students comments:	
<b>YES</b>	<b>NO</b>	Context - Why is a PEEP necessary?

Specific reason/behaviour requiring PEEP including any medical diagnosis or condition:	How to reduce PEEP concerns (step by step account beginning with first alarm, include any named assistance or equipment required)
1.	
2.	
3.	
4.	
5.	

Signed (Author/Form Tutor):	Signed (pupil):
Other staff involved:	
Family involvement:	

**Please attach student timetable for reference**



**Level 3 - Specific Risk Assessment & Wellbeing Support Plan** (Refer to ‘Determining Risk Rating’ for further guidance)

Student	Completed by	Date of original RA
DoB	Approved by	Date of most recent update

Circumstances surrounding the Risk Assessment (Brief description of context)





Behaviour causing concern (Link to Level 1, 2 or 3)	Main risk if the behaviour continues (including who/what is at risk)	Control measures - Action to minimise risk	L x S		= R

Family contact regarding Level 3 Risk Assessment



**Level 3 RA & WBSP Review**

Review Date:

Re-assessed risk: Has the concern Increased / Same / Reduced

Family contact regarding Review

Review comments:

Decision / Actions:



## Sunnydown School - Positive Handling Plan (PHP)

<b>Student Photo</b>	<b>Sunnydown School</b>	<b>Name:</b>
		<b>Class:</b>
	<b>Triggers:</b>	<b>Medical Information:</b>

<b>Stages of Crisis</b>	<b>Topography of behaviour</b> (Describe what the behaviour looks/sounds like)	<b>Preferred supportive/intervention</b> (Describe strategies that should be attempted at each stage, including critical friends)
<b>Anxiety</b>	•	•
<b>Defensive/Escalation</b>	•	•
<b>Crisis</b>	•	•
<b>Recovery</b>	•	•
<b>Additional information/Preferred handling:</b>		



**Notification required:** (in discussion with parents)

**All incidents requiring physical intervention will be recorded on Sleuth and referenced in the 'Record of Physical Interventions' All incidents requiring physical intervention will be discussed with parents.**

**Record of Family contact regarding this PHP**

**Actions to be aware of:** This section may be updated in an ongoing way as behaviours and circumstances change.



**Brook Sexual Behaviours Traffic Light Tool**

This tool is used as a guide to review any identified Sexual Harmful Behaviours to determine the level of concern. This form should be used in conjunction with the Level 3 – Specific Risk Assessment and Well Being Support Plan. The DSL team will undertake this review, with additional support, guidance or staff involvement as deemed necessary. This Tool is used at Sunnydown School to simply highlight behaviours observed and make comments to provide context.

<b>Student</b>	<b>Completed by</b>
<b>DoB</b>	<b>Date of Completion and Age of student at time of completion</b>

<b>What is a Green behaviour</b>	<b>What is an Amber behaviour</b>	<b>What is a Red behaviour</b>
<p>Green behaviours reflect safe and healthy sexual development. They are:</p> <ul style="list-style-type: none"> <li>displayed between children or young people of similar age or developmental ability</li> <li>reflective of natural curiosity, experimentation, consensual activities and positive choices</li> </ul> <p>Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.</p> <p>Green behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information and support.</p>	<p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> <li>unusual for that particular child or young person</li> <li>of potential concern due to age, or developmental differences</li> <li>of potential concern due to activity type, frequency, duration or context in which they occur</li> </ul> <p>Amber behaviours signal the need to take notice and gather information to consider appropriate action.</p> <p>Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.</p>	<p>Red behaviours are outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> <li>excessive, secretive, compulsive, coercive, degrading or threatening</li> <li>involving significant age, developmental, or power differences</li> <li>of concern due to the activity type, frequency, duration or the context in which they occur</li> </ul> <p>Red behaviours indicate a need for immediate action, though it is important to consider actions carefully.</p> <p>Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.</p>

Age	Green Behaviours	Amber Behaviours	Red Behaviours
0-5	<ul style="list-style-type: none"> <li>holding or playing with own genitals</li> <li>attempting to touch or curiosity about other children's genitals</li> <li>attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>games e.g. mummies and daddies, doctors and nurses</li> <li>enjoying nakedness</li> <li>interest in body parts and what they do</li> <li>curiosity about the differences between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>preoccupation with adult sexual behaviour</li> <li>pulling other children's pants down/skirts up/trousers down against their will</li> <li>talking about sex using adult slang</li> <li>preoccupation with touching the genitals of other people</li> <li>following others into toilets or changing rooms to look at them or touch them</li> <li>talking about sexual activities seen on TV/online</li> </ul>	<ul style="list-style-type: none"> <li>persistently touching the genitals of other children</li> <li>persistent attempts to touch the genitals of adults</li> <li>simulation of sexual activity in play</li> <li>sexual behaviour between young children involving penetration with objects</li> <li>forcing other children to engage in sexual play</li> </ul>
Comments	•	•	•



Age	Green Behaviours	Amber Behaviours	Red Behaviours
5-9	<ul style="list-style-type: none"> <li>feeling and touching own genitals</li> <li>curiosity about other children's genitals</li> <li>curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships</li> <li>sense of privacy about bodies</li> <li>telling stories or asking questions using swear and slang words for parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>sexual bullying face to face or through texts or online messaging</li> <li>engaging in mutual masturbation</li> <li>persistent sexual images and ideas in talk, play and art</li> <li>use of adult slang language to discuss sex</li> </ul>	<ul style="list-style-type: none"> <li>frequent masturbation in front of others</li> <li>sexual behaviour engaging significantly younger or less able children</li> <li>forcing other children to take part in sexual activities</li> <li>simulation of oral or penetrative sex</li> <li>sourcing pornographic material online</li> </ul>
Comments			

Age	Green Behaviours	Amber Behaviours	Red Behaviours
9-13	<ul style="list-style-type: none"> <li>solitary masturbation</li> <li>use of sexual language including swear and slang words</li> <li>having girl/boyfriends who are of the same, opposite or any gender</li> <li>interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>need for privacy</li> <li>consensual kissing, hugging, holding hands with peer</li> </ul>	<ul style="list-style-type: none"> <li>uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>exhibitionism, e.g. flashing or mooning</li> <li>giving out contact details online</li> <li>viewing pornographic material</li> <li>worrying about being pregnant or having STIs</li> </ul>	<ul style="list-style-type: none"> <li>exposing genitals or masturbating in public</li> <li>distributing naked or sexually provocative images of self or others</li> <li>sexually explicit talk with younger children</li> <li>sexual harassment</li> <li>arranging to meet with an online acquaintance in secret</li> <li>genital injury to self or others</li> <li>forcing other children of same age, younger or less able to take part in sexual activities</li> <li>sexual activity e.g. oral sex or intercourse</li> <li>presence of sexually transmitted infection (STI)</li> <li>evidence of pregnancy</li> </ul>
Comments			

Age	Green Behaviours	Amber Behaviours	Red Behaviours
13-17	<ul style="list-style-type: none"> <li>solitary masturbation</li> <li>sexually explicit conversations with peers</li> <li>obscenities and jokes within the current cultural norm</li> <li>interest in erotica/pornography</li> <li>use of internet/e-media to chat online</li> <li>having sexual or non-sexual relationships</li> <li>sexual activity including hugging, kissing, holding hands</li> <li>consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>choosing not to be sexually active</li> </ul>	<ul style="list-style-type: none"> <li>accessing exploitative or violent pornography</li> <li>uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>concern about body image</li> <li>taking and sending naked or sexually provocative images of self or others</li> <li>single occurrence of peeping, exposing, mooning or obscene gestures</li> <li>giving out contact details online</li> <li>joining adult- only social networking sites and giving false personal information</li> <li>arranging a face to face meeting with an online contact alone</li> </ul>	<ul style="list-style-type: none"> <li>exposing genitals or masturbating in public</li> <li>preoccupation with sex, which interferes with daily function</li> <li>sexual degradation/humiliation of self or others</li> <li>attempting/forcing others to expose genitals</li> <li>sexually aggressive/exploitative behaviour</li> <li>sexually explicit talk with younger children</li> <li>sexual harassment</li> <li>non-consensual sexual activity</li> <li>use of/acceptance of power and control in sexual relationships</li> <li>genital injury to self or others</li> <li>sexual contact with others where there is a big difference in age or ability</li> <li>sexual activity with someone in authority and in a position of trust</li> <li>sexual activity with family members</li> <li>involvement in sexual exploitation and/or trafficking</li> <li>sexual contact with animals</li> <li>receipt of gifts or money in exchange for sex</li> </ul>
Comments			

