

Student Risk	Managing that risk safely
<p>The student body by its nature as SEMH contains and presents a whole range of known and unknown (latent risk) and also emerging and shifting risks because being multiply and diversely risky is a core and common feature of the children and young people in our care</p> <p>There is also a risky “chemistry” in their interactions and relationships centrally with each other and all those they encounter from teachers through visiting professionals to delivery drivers and the neighbours....</p> <p>These risks shift and slide, rise and fall constantly in all the children as so many factors home and school can and do impact upon them</p> <p>Such potential for risk and difficulty can seem overwhelming and unmanageable; how can we, how should we respond?</p>	<p>Culture and ethos: bringing the right values and attitudes to our work.</p> <ul style="list-style-type: none"> • Understand and apply the notion of personal responsibility for maintaining one’s own and the health and safety of others. • Understand too that we can only do what is reasonable and practicable about things we can reasonably anticipate. • A culture of no blame and one also where risk and its management are spoken of freely and frequently is essential • The application of dynamic risk assessment is critical; we are ever alert to emerging risk and take reasonable steps to manage; this key in that context of personal responsibility • Particular to our own school culture is the benchmarking against what we would want for our own children that is the highest levels of care and vigilance and protecting against becoming institutionalised and desensitized. • A culture of praise, affirmation, compassion and forgiveness that promotes good and therefore less risky behaviours in the children and young people. <p>Rhythm and routine: making sure the framework and prompts for sharing risk and reflecting and acting are in place.</p> <ul style="list-style-type: none"> • The daily accessing of the dedicated safeguarding email account and now CPOMs alerts as risks emerge and our responses set out... • The daily ritual of our morning briefing sessions in Simon’s room on the bell each morning Tue-Thu for the critical briefing and Mondays and Fridays for our more developed operational reflection and planning and the sharing of best practice respectively where every day the set agenda triggers sharing and discussion and plans for the safety and wellbeing of the children and the immediate operational risks and challenges plus any emerging burning issues. • We will ask every day what do we need to do reliably well, better and or differently to keep the children safe. • Whilst logistically more awkward because of staff working patterns we can and do regroup at the end of the day to share, reflect and plan and will continue to do so. • We have all accessed e-mail, text and mobile messages to share also and the conventional boundaries of the working day should not restrict our sharing and in practice we all often share significant insights, anxieties or practical operational information after the school day and then coalesce them at the following morning’s briefing <p>A way of working: once the day begins the dynamic and shifting and surprising nature of our work needs thinking about and constant intelligent tweaking.</p> <ul style="list-style-type: none"> • Once the working day begins we must be rigorous in our professional housekeeping and if the conventional work-place deals with emerging trip hazards then we must be alive to who steps off a taxi in a risky frame of mind intent on dispute or how events and consequent tensions and risks unfold as the day progresses and so our working day begins and continues as the children are the risk. • The “walkabout” system is critical with staff offering not just practical help but a reference point for sharing with the nominated in-charge a member of the SLT there specifically to provide the capacity to absorb, think about and act on emerging risk and difficulty from small operational tweaks to more significant interventions. • Related to this is the massive significance always of putting children and their supervision first, no trips to make tea no brief stop-overs at the staff room as it is exactly in these nooks and crannies of staff frailty and absence that the SEMH student can do most mischief and harm and is most at risk. • Being prompt, punctual and visible; where we should be, when we should be, all these are essential to safety in our setting as are simple practical things like having a charged walkie-talkie on the right frequency, a school mobile that is similarly charged and a brain switched to super vigilance mode that expresses and shares emerging risk freely • If the daily morning briefings with their set agenda and prompts for risk awareness and management provide structured talking and sharing and action then once the day starts our established, ongoing and multiple and diverse professional conversations are critical and it is in habitually, obsessively and in time instinctively sharing with each other every significant nuance of the children’s behaviours, state of mind and physical movements that we keep everybody safe.