**Under 19s Individual Risk Assessment**

Most recent update: 12 September 2025

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Name:** |  | **Date of Birth:** |  |
| **Tutor Name** |  | **Start Date:** |  |
| **Course Name:** |  | **Venue:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Profile** | **Yes** | **No** | **N/A** |
| Does the learner have an Education, Health and Care Plan (EHCP)? Attach a copy if applicable | [ ]  | [ ]  | [ ]  |
| Does the learner have support needs, for example, SEMH, ASD, ADHD, SLCN? | [ ]  | [ ]  | [ ]  |
| Has a support plan been put in place for the learner? | [ ]  | [ ]  | [ ]  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Emergency and Medical** | **Yes** | **No** | **N/A** |
| Have the learner’s medical needs been documented? | [ ]  | [ ]  | [ ]  |
| Is first aid provision confirmed? | [ ]  | [ ]  | [ ]  |
| Have emergency contact details been verified? | [ ]  | [ ]  | [ ]  |
| Has the emergency evacuation plan been shared with the learner? | [ ]  |[ ] [ ]

|  |  |  |  |
| --- | --- | --- | --- |
| **Wider Cohort Due Diligence** | **Yes** | **No** | **N/A** |
| Has the cohort screening been completed? | [ ]  | [ ]  | [ ]  |
| Are any learners currently on probation or have probation restrictions? | [ ]  | [ ]  | [ ]  |
| Have the safeguarding team been notified of any risks? | [ ]  | [ ]  | [ ]  |
| Has the mixed-age group risk been reviewed by the Designated Safeguarding Lead? | [ ]  |[ ] [ ]

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Agreement Review** | **Yes** | **No** | **N/A** |
| Has the learner completed and signed the Learning Agreement to confirm their understanding of the behaviour expectations and safeguarding procedures? | [ ]  | [ ]  | [ ]  |
| Have key safeguarding disclosures been reviewed (e.g. court orders, contact restrictions) | [ ]  | [ ]  | [ ]  |
| Are there any disclosures requiring additional risk controls, e.g. learner must not be collected by parent due to court order? If yes, details here: | [ ]  |[ ] [ ]
|  |

Tick key risk factors that have been identified (those in **bold** are considerations for all learners under 19 years old)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Exposure to adult themes or language** | [x]  | Older learners with convictions/probation restrictions | [ ]  | Peer pressure or inappropriate relationships | [ ]  | Sensory overload in group settings | [ ]  |
| Difficulty with emotional regulation | [ ]  | Low self-esteem or social anxiety | [ ]  | Risk of absconding or non-attendance | [ ]  | **Shared toilet facilities with adults** | [x]  |
| **Unsupervised communal areas** | [x]  | Online platforms | [ ]  | Personal Safety | [ ]  | Self-harm | [ ]  |
| Unpredictable behaviours | [ ]  | Exposure to illegal substances | [ ]  | Experienced trauma | [ ]  | Medical conditions | [ ]  |
| Accessibility Issues | [ ]  | Other (state) | [ ]  |  |  |  |  |

Hazard and risk description, and action taken (amend/remove or add additional hazards and descriptions as necessary):

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| What are the hazards? | High medium or low risk | Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Has the action been completed? | High medium or low risk |
| **Exposure to adult themes or language** | **High** | **Learner – emotional distress** | **Tutor-led content filtering, seating plans, age sensitive grouping** |  |  |  |  |  |
| Older learners with convictions/probation restrictions | High | Learner – safeguarding breach | Due diligence checks, cohort screening, safeguarding alerts |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Peer pressure or inappropriate relationships | High | Learner – emotional harm, safeguarding breach | Group supervision, learner induction including healthy relationships, pastoral support |  |  |  |  |  |
| Sensory overload in group settings | High | Learner – anxiety, shutdown, feelings of distress | Quiet space access, flexible timetable |  |  |  |  |  |
| Difficulty with emotional regulation | High | Learner/others – aggression, feelings of distress, withdrawal | SEMH support, staff awareness, behaviour plan |  |  |  |  |  |
| Low self-esteem or emotional anxiety | High | Learner – non-engagement, feelings of distress | Keyworker assigned, confidence building activities |  |  |  |  |  |
| Risk of absconding or non-attendance | High | Learner - Safety Risk | Attendance monitoring, parent/emergency contact protocol, tutors are aware to report all non-attendance in the appropriate way |  |  |  |  |  |
| **Shared toilets with adults** | **High** | **Learner – privacy risk** | **Scheduled access to facilities** |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unsupervised communal areas** | **High** | **Learner – safeguarding risk** | **Regular staff patrols** |  |  |  |  |  |
| Online platforms | High | Learner – cyber bullying exposure, harmful or inappropriate content | Monitored access, e-safety training, Council firewall systems |  |  |  |  |  |
| Personal safety | High | Learner induction covers safe-guarding/healthy relationships; safeguarding information shared with learners, tutors and staff members trained in safeguarding |  |  |  |  |  |  |
| Self-harm | High | First aid kit available, tutor is aware of first aid procedures |  |  |  |  |  |  |
| Unpredictable behaviours | High | Tutors will ensure they are aware of potential triggers; staff/security will be on hand should issues arise. |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exposure to illegal substances | High | Smoking substances of any kind are prohibited in the venue, tutors are trained in safeguarding |  |  |  |  |  |  |
| Experienced trauma | High | Tutors have attended trauma related training and are aware of the signs and symptoms of experienced trauma. Tutors are trained in safeguarding. |  |  |  |  |  |  |
| Medical conditions | High | Tutors will record disclosed medical conditions and ensure they are aware of procedures required to ensure appropriate support is provided. |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Accessibility issues | High | Building and Accessibility checklist has been completed for the venue. Any accessibility issues will be recorded and discussed with the learner with a view to appropriate support being put in place. |  |  |  |  |  |  |

Add additional lines as required

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor Name:** |  | **Assessor Signature:** |  |
| **Assessment Date:** |  | **DSL Review Scheduled For?** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DSL Name:** | Matthew Smith | **DSL Signature:** |  | **DSL Review Completion Date:** |  |