

risk assessment and care planning in supported accommodation

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Brian Smith

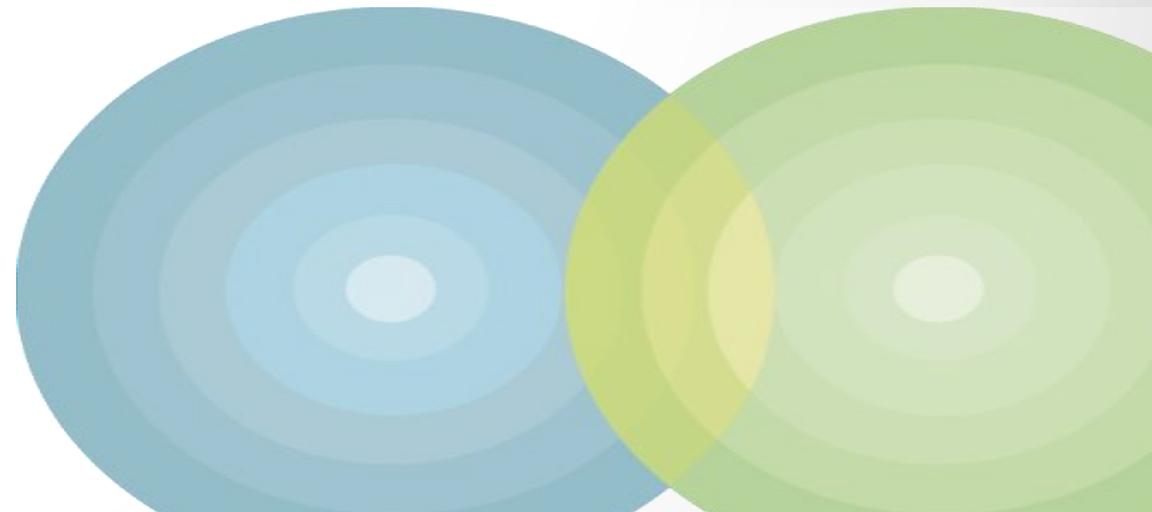
Learning Principles

- Confidentiality
- Positive challenge
- Always consider equality and diversity issues
- Respect each others views, diversity of opinion can be enriching
- Naïve questions are valuable
- Look after yourself
- Ask for support if you want it
- Take responsibility for your own learning



Learning Outcomes

- breaking down risk and developing a plan
- Understanding risk
- professional judgement
- hypothesising & analysis
- Drawing risk from need
- roles & responsibilities
- dangerous dynamics



Children's relationship with risk

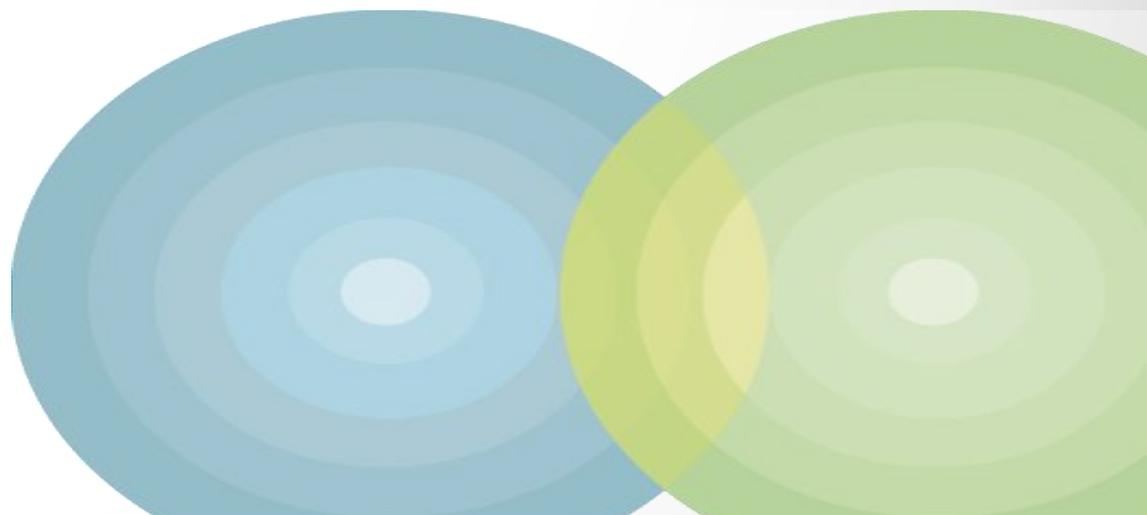


One should teach children to dance on a tightrope without a safety net, to sleep at night alone under the sky, to row a boat out on the open sea. One should teach them to imagine castles in the sky instead of houses on the ground, to be nowhere at home but in life itself and to find security within themselves.



H.H. Dreiske, German poet and social worker







What does **risk assessment**
make you think of
...

Risk Assessments inform plans

- 3.139 Regulation 12(3)(c) requires that, where a young person is placed in ‘other arrangements’, then the local authority must make a placement plan involving the young person and the person responsible for supporting him/her in the accommodation.

The Children Act 1989 guidance and regulations Volume 2: care planning, placement and case review



Risk in child protection

In child protection we are considering 'the value and likelihood of the possible benefits of a particular decision against the seriousness and likelihood of the possible harms'

(Risk Principle 3 from The Munro Review of Child Protection, Final Report , A Child Centered System, Department of Education , May 2011.



Risk and Significant Harm – a clarification

- Working Together specifically adopts the legislative terminology of ‘significant harm’ in preference to the use of the word “risk” - to avoid confusion given the different contexts and methodologies associated with “risk”
- When assessing whether a child is suffering, or likely to suffer, significant harm local authority children’s social care will of course draw on a wide variety of information including the outcomes of relevant risk assessments or judgments provided by other agencies and professionals to inform their own evidence based assessment.






dialogue

The background features three large, overlapping circles. The left circle is blue, the middle is yellow, and the right is green. Each circle contains several concentric rings of the same color, creating a ripple effect. The text is centered in the overlapping area of the circles.

think of a **risk...**

...



Consider a risk you have taken

- Did you assess the risk in advance?
- How did your view of the risk change during the event?
- What did you change about the action you decided to take?
- What did you learn?



The accuracy of ... how an individual presents in interview is 'only slightly better' than guessing



		Impact			
		Low	Concern	Harmful	Significant harm
Likelihood	Very unlikely				
	Possible				
	Suspected				
	Likely				
	Almost certain				

LOW

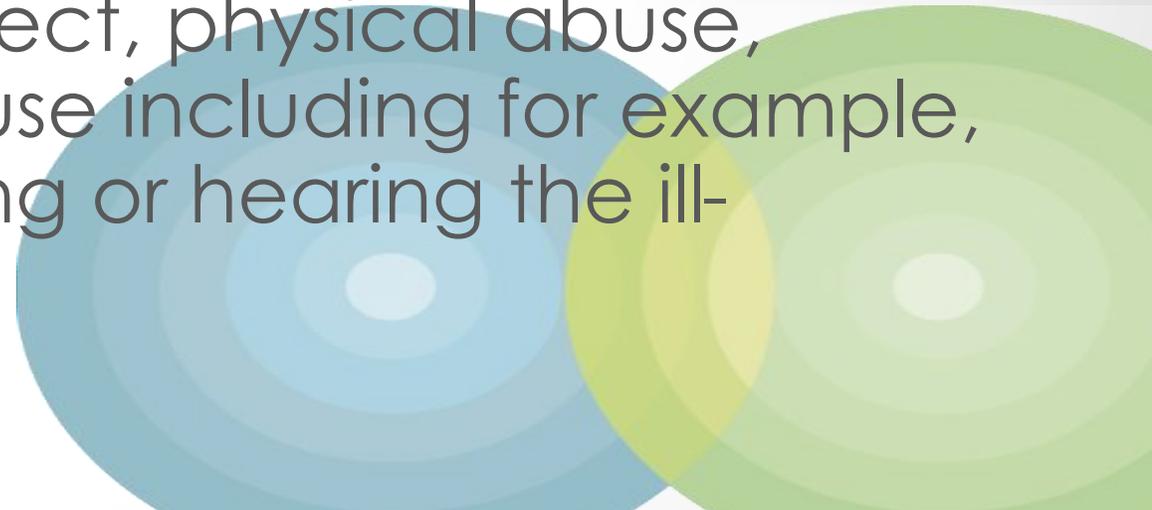
MEDIUM

HIGH

Impact

- **Low – LEVEL 1** - No injury or cause for concern
- **Concern – LEVEL 2** - A young person isn't doing as well as they should, although there is no evidence of harm.
- **Harmful LEVEL 3** - Harm means ill-treatment or the impairment of health or development, including for example, impairment suffered from seeing or hearing the ill-treatment of another.
- **Significant harm LEVEL 4** - Neglect, physical abuse, sexual abuse or emotional abuse including for example, impairment suffered from seeing or hearing the ill-treatment of another.

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Likelihood

- **Very unlikely** - An event that could happen, but is almost certain not to happen
- **Possible** - An event that could happen
- **Suspected** - There is an indication that something has happened or may happen
- **Likely** - Something you believe is more likely to happen than not
- **Almost certain** - Something that will happen unless action is taken



risk management **plan**



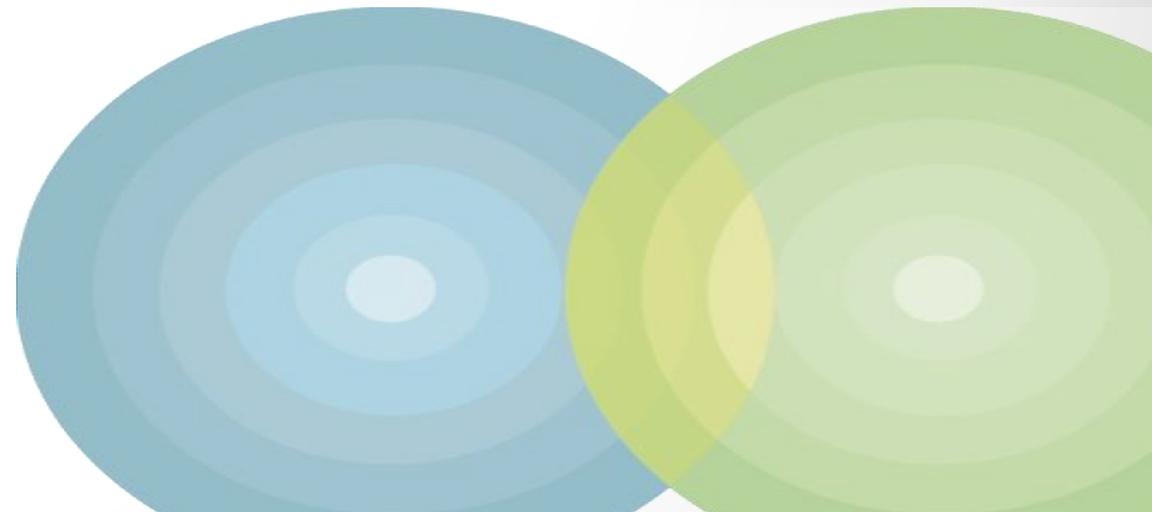
Level of risk? Factors affecting your judgement?

- Sarah is 17 and has had a number of adverse childhood experiences which include substance misuse, bereavement, self harm and suicidal ideation. You are aware that Sarah's mother also has a history of mental ill health leading to Sarah coming into care.
- Sarah has been missing from the home on 3 occasions in the past week. She stayed out overnight on the last occasion with her phone switched off. In the morning Sarah was found by a friend asleep on their front door and called you for help.
- You go to pick Sarah up and notice cuts and bruises plus Sarah is not very responsive.
- The friend said she understood Sarah had some bad news last night but doesn't know what that is.



Risk assessment - Sarah

- What is the level of risk?
- What factors affected your judgement?
- How would you see the incident affecting the current care plan?



Threshold

Thresholds for assessment depend on:

- the nature & quality of the information available about the individual child/ren and family who are the subject of a referral;
- the reasoning strategies employed by practitioners to analyse that information and manage referrals; and
- systems and organisational factors



Risk assessment and management

Any assessed risk needs to be managed e.g

Risk of going Missing

Where a young person goes missing repeatedly or engages in other risky behaviours, the accommodating authority, in consultation with the registered person and the young person's key workers, should convene a risk management meeting to develop a strategy for managing risks to the young person, which should be reflected in the young person's support plan

Guide to supported accommodation 2023



Defining dynamic risk assessment

continuous assessment of risk in the rapidly changing circumstances of an operational incident, in order to implement the control measures necessary to ensure an acceptable level of safety



Update plans from assessed risk

- Dynamic risk assessment of a situation should inform care planning and be evidenced in the updated care plan.
- Review the current risk assessment and see what can be amended to reduce risk and update the plan
- Communication on risk assessments are essential to maintain consistency of care and decision making



how risks **arise**

risk identification

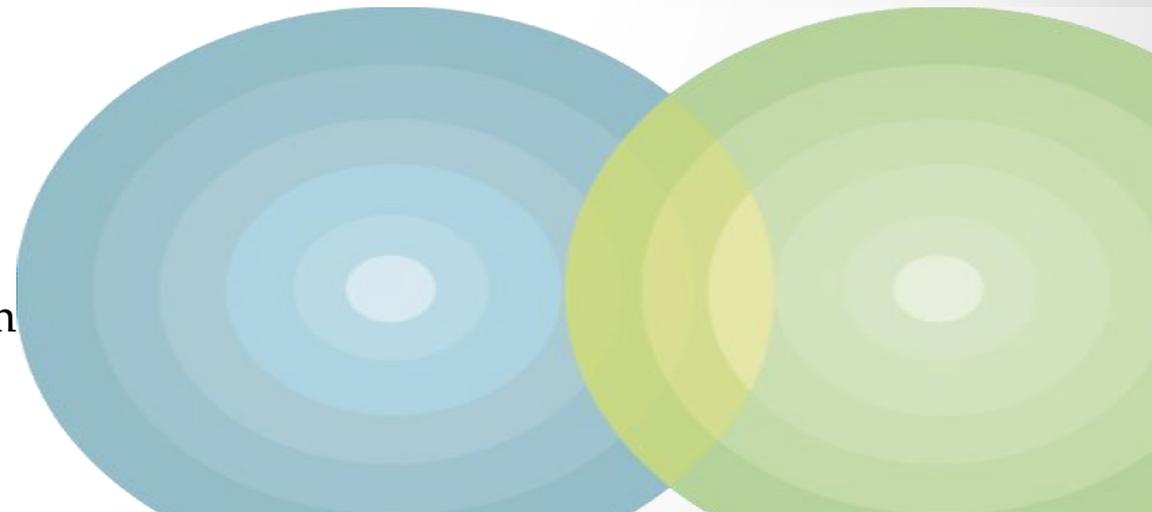


Principles underlying risk analysis

We need to distinguish

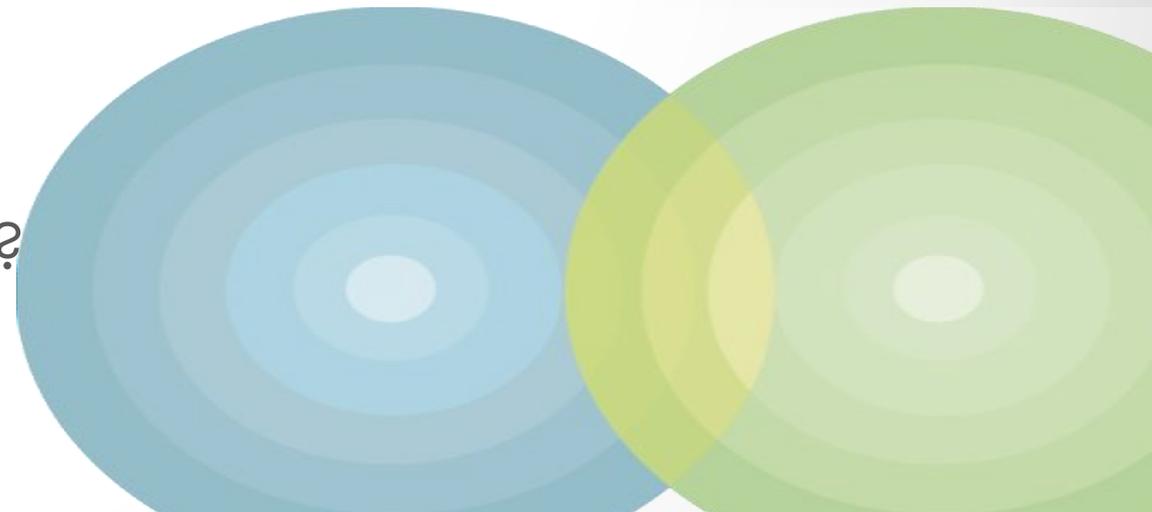
- What has brought things about in the past
- What keeps things going in the present
- What is likely to happen in the future

*Adapted from *The Family Assessment, : Assessment of Family Competencies, Strengths, and Difficulties*, Bentovim and Bingley Miller 2011

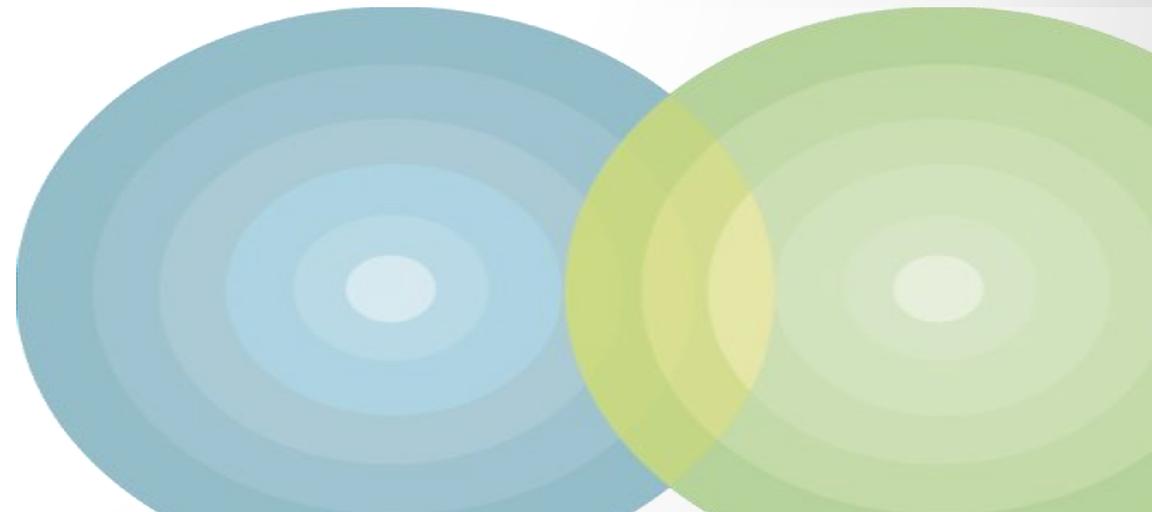


Consider

- What am I worried about?
 - Why?
 - How likely is each issue?
- What strengths are there that affect this?
 - How?
- What needs to change
 - How will you know if it has, or hasn't?



Risk Management



Risk Management



Uncertainty and risk are features of child protection work...Risk management cannot eradicate risk: it can only try to reduce the probability of harm.... Those involved in child protection must be “risk sensible”. There is no option of being risk averse since there is no absolutely safe option

The Munro Review of Child Protection: A Child Centred System,
May 2011



Why take risks?



During the first period of a man's life the greatest danger is not to take the risk.

Søren Kierkegaard, Danish philosopher



Outcomes

- How could you tell the child is safe?
- What does 'good' look like?
- How will you check?

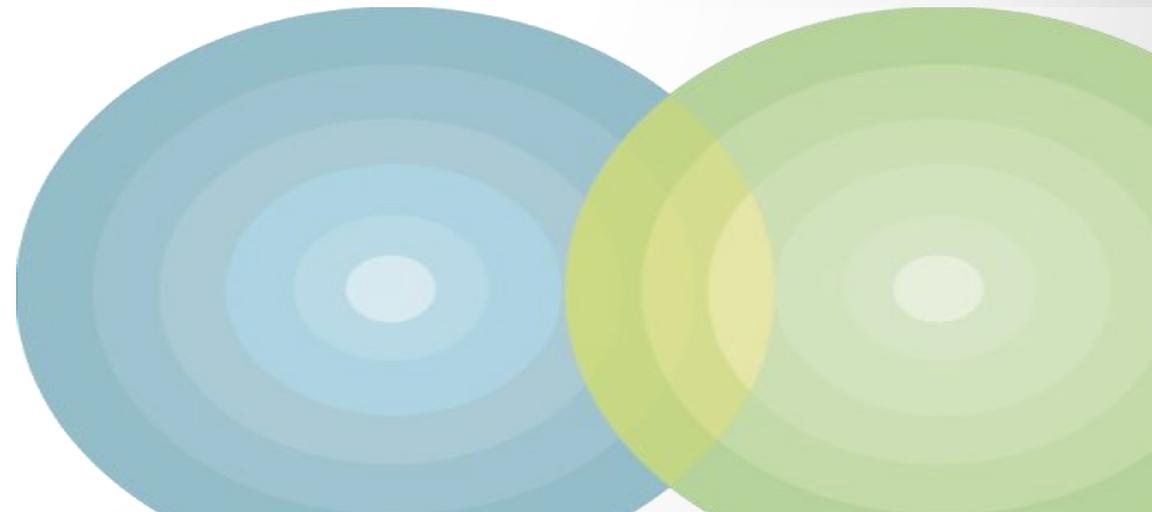
What needs to be done to get from here to there?



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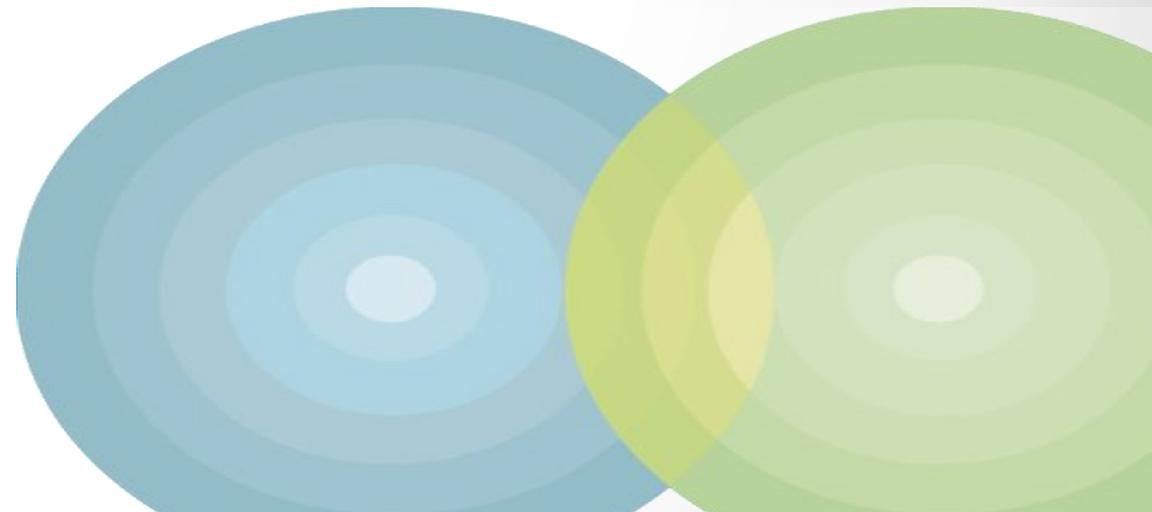
Risk is inevitable

- You cannot remove all risk for a young person
- Risk assessment is the consideration of the potential risks based on known information and theoretical risk based on what we don't know.
- This provides a need to plan support for the difference



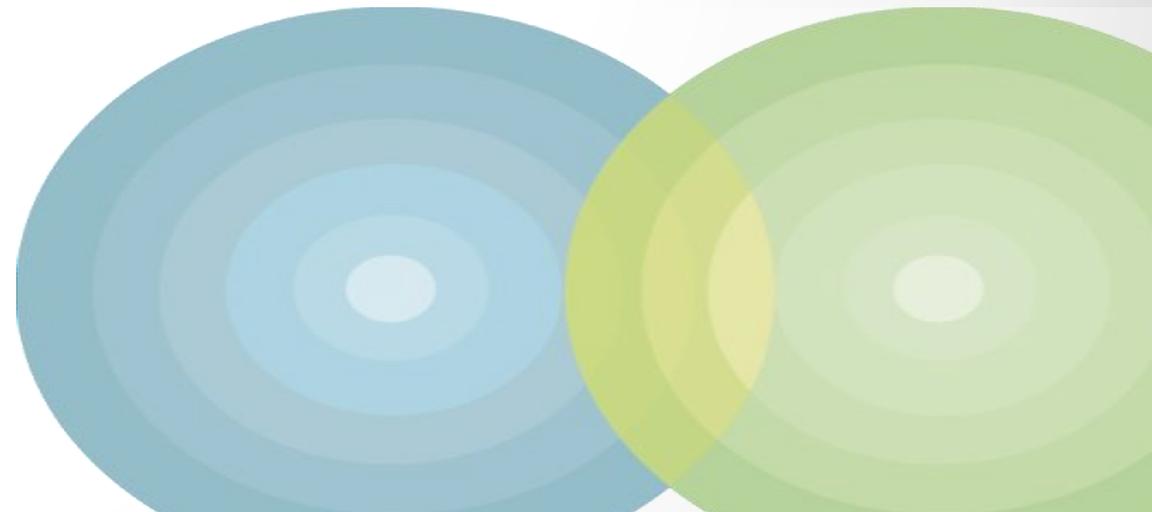
Scenario

try it out...



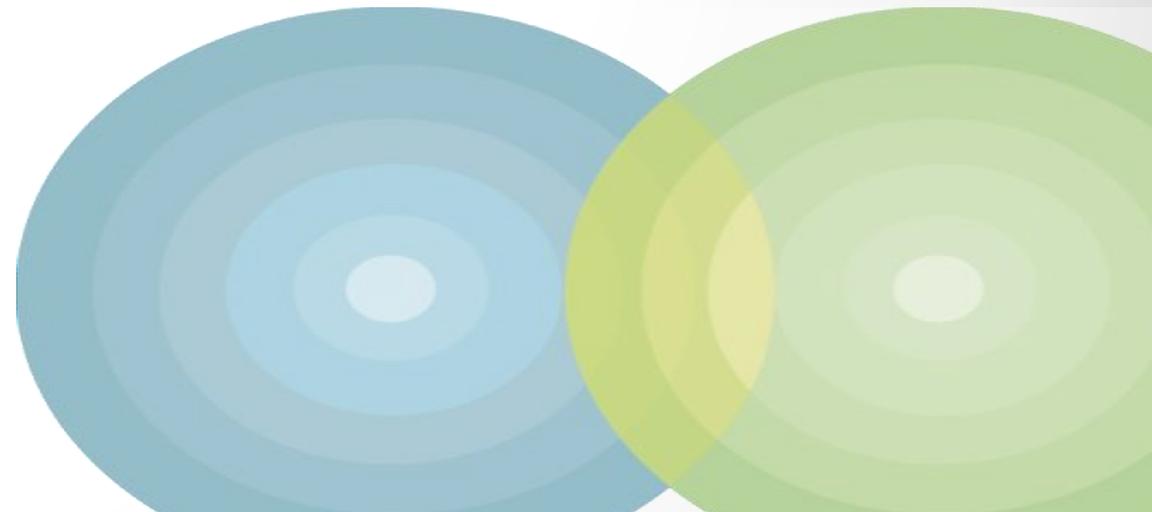
james

James (16) has been self harming on the top of his arms with a razor blade for 3 months and hides his marks from staff.



james

Last week he watched a youtube video of someone cutting the veins in their wrists.



james

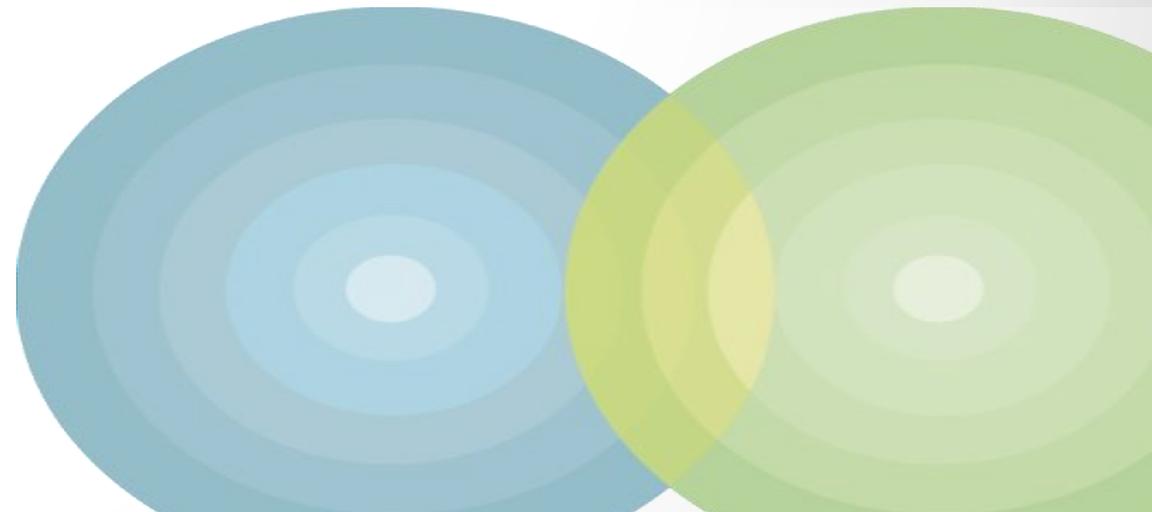
Today, his boyfriend finished with him and on the way home from college he saw him kissing another boy.



james

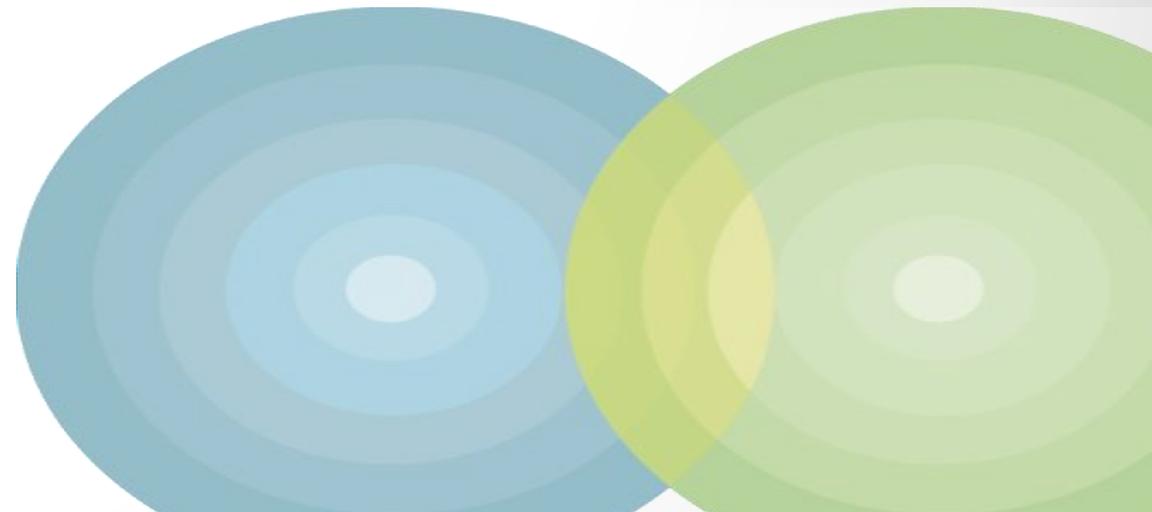
How would you use the information from the scenario and the assessed risk to update the care plan?

What resources might you seek to support the plan?



Dynamic Risk Assessment

- It's about keeping people safe in the moment
- Being aware of the potential risks but making a judgement at the time as to the level of risk
- Being confident in managing the risk
- Reflecting on the decisions made and learning for the next time



Updated risk assessment

- This provides time for analysis of events and identified risks to be mitigated by action
- This is an informed document that all those working with the young person are aware of whenever this is updated
- This risk assessment informs the care plan and any strategies for dealing with scenarios
- If an incident occurs this should be considered against the assessed risk and the documentation updated.



Updated safety plan

- The level of risk is impacted by the factors that can reduce likelihood.
- A risk assessment is based on what we know but as we learn more this can be developed
- We can identify protective factors and reduce risk
- The new information will inform the plan



Thank you

Any Questions?

