



# Local Area Risk Assessment

## LARA: Classroom in a van

**See also: safeguarding policy; health and safety policy, curriculum policy**

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

**W**onderful  
**E**xcellent  
**L**ovely  
**C**lever  
**O**utstanding  
**M**agnificent  
**E**nthusiastic

(Acronym created by White Trees pupils)

Created by White Trees Independent School, January 2021

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## INTRODUCTION

### Role of the provider

The school has a well-equipped team to make judgments about local risks, manage challenging behaviour, and keep children safe is an important element. Staff training, support and knowledge is therefore critical to this success. Staff who would be accessing the classroom van will have been provided with training on the expectations, standards, and equipment usage in the van – they will also be aware of the locations that the van will travel to, so all staff have prior knowledge of their surroundings. All pupils who will be accessing the van will have their individual risk assessments adapted to cater for the pupil centred curriculum delivery in the van, along with the van's own generic risk assessment.

It is acknowledged that there are limitations of mapping in capturing a 'dynamic picture' but considers that such mapping could play a useful part in the wider assessments of risk. The Van location assessment should be kept under review and amended to consider any new risks as these are identified. The van is not to be parked at any other locations unless it has been preapproved by the senior leadership team first. The annual update will need to be proportionate and will not usually need to be carried out at the level of the initial assessment.

## SUPPORTING RESEARCH IN THE USE OF PUPIL CENTRED CURRICULUMS AND DELIVERY – CLASSROOM IN A VAN

Pupils referred to us at White Trees are likely to have already experienced a multitude of school-based "failures", ranging from exclusions to a breakdown of relationships. Research shows that pupils who experienced exclusions may face more difficulty in forming and maintaining relationships with their peers and teachers than their mainstream peers (Dodge et al, 2003) and have been found to "face some of the worst prospects" (DCSF, 2007). These episodes of previous failures and perceived rejections may lead those affected to be apprehensive to engage in any subsequent educational settings. Pupils would then need to be reintegrated back into a more structured school environment, especially after any period of prolonged absences. Brown (2011) states that the social and emotional needs of a pupil must be addressed early on as if they are not satisfied the negative effects will continue to impact their academic achievement and future life path.

Hallam and Rogers (2008) stated that a significant factor which contributes to pupil disengagement is an incongruence between the academic curriculum offered and the abilities and interests of the pupil. Therefore, to ensure a successful integration careful consideration of the pupil's individual profile must be kept at the forefront of all action taken.

Pupil centred planning (PCP) is informed by the specific needs of the individual. The pupil is purposefully and meaningfully included in planning and their views remain central to the entire process. This is important as when the young person feels that they have been listened to and their wants have been considered they are more likely to value the experience, to engage and to demonstrate improvements in their behaviour. (Hart and Thompson, 2009) Pupil centred planning fosters an environment in which young people who have previously felt rejected or ignored are

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able to feel as though they are important to the process and are valued by those around them. Daniels et al (2003) found that where receiving schools had implemented a more inclusive ethos and demonstrated an ability to be more flexible in providing for the pupils needs the process of integration was significantly more effective.

Pupil centred planning constructs a bespoke academic offering which helps the pupil to feel as though it has been designed for them to enjoy rather than a programme that they must force themselves to adhere to. This allows an opportunity for the pupil and tutor to build a collaborative relationship as discussions take place. Pupils who have experienced prior exclusions are found throughout their school journey leading up to the exclusion to have had persistently poor relationships with teachers and peers (Daniels et al, 2003). These pupils may be reluctant to build new relationships and place trust in adults. The pupil centred approach demonstrates to them that the adult is listening to what they want and cares about their wellbeing and success. The use of non-traditional learning environments further contributes to mitigating the effects of previous negative experiences. As the environment can be tailored to their specific needs this will allow them to feel more secure. A mobile classroom is also able to be placed in areas which the pupil feels comfortable and secure in until they feel confident enough to branch out into more unfamiliar environments. The environment is less likely to remind them of the previous academic placements which may contain certain triggers to negative associations.

The building of positive staff-pupil relationships and the provision of a psychologically safe learning environment allow the pupil to feel secure and cared for. Pupils who feel cared for by the staff in their school are less likely to abuse substances or engage in violent behaviour. (Geddes, 2003) Feeling connected to their school and developing a sense of belonging is also a protective factor for encouraging academic success (Connell and Wellborn, 1991) and overall wellbeing. (Haddon et al, 2005)

In order to nurture these feelings of school connectedness, certain requirements must be met including high academic expectations (with realistic adjustments for pupil ability and wellbeing) combined with strong support for learning, positive adult-pupil relationships, and physical and emotional safety. (McNeely et al, 2002) To fulfil these requirements, the pupil centred plans will allow the young person to feel challenged and consulted within their own parameters of comfort. The utilisation of the mobile classroom will allow then pupil to feel a disconnect from their preconceptions of education based on their previous negative experiences from earlier school failures.

Involving the pupils and their specific requirements in planning, considering their personal goals and motivations, will also encourage increased attendance, engagement, and attainment. When pupils have a clear view of a deliberate and purposeful progressive educational journey corresponding to their own hopes for the future, they are more likely to achieve their goals (Carey and Martin, 2007) If the pupil feels as if the learning taking place is beneficial and delivered by a person, they feel connected to, in an environment they feel safe in the pupil is self-motivated to achieve.

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# Overview of Van Locations

- 1. Latton Common, Harlow
- 2. Panshanger Park, Hertford
- 3. Discovery Centre, Braintree

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## Home visits in the van to pupils (individual risk assessments for each pupil have been undertaken and have been added to their personalised risk assessment documents).

(In the future, the Classroom in a van will not be taken to areas that are significant to individual pupils and/or they have a negative history in certain areas.).

### 1) Location/Address: Latton Common Road, Harlow

#### Street view:



#### Roadside view:



#### Services located near Latton Common road are:

Service	Distance	Contact
<b>Princess Alexandra Hospital</b>	2.7 miles	1 Hamstel Rd, Harlow CM20 1QX
<b>St. Margret's Hospital</b>	4.9 miles	The Plain, Epping CM16 6TN
<b>Harlow Police Station</b>	2.0 miles	Harlow Police Station, The High
<b>Fire Station</b>	2.4 miles	Fourth Ave, Harlow CM20 1DU

Latton common is situated near a large piece of open land and some residential housing. Although situated next to a road, the road itself is not busy. Cars are able to park there unrestricted. At the top of the road is a corner shop.

#### Location/Address: Latton Common Road, Harlow

Risk  Risk factors Risk heightening factors	Risk management strategies Protective factors	Probability of harm occurring (1-3)	Extent of current harm / hazard (1-3)	Overall risk rating (1-9) 1-3 low 3-5 med 6-9 High
<b>Roads</b>	Pupils will always be supervised if walking across or near a road – supporting and guiding pupils on road safety. All staff			

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Crossing the road may be a risk to young people if they do not cross safely.	working with the pupils will have read and contributed to the risk assessments that are specific to each pupil – which will provide key strategies and interventions when working with the pupils.	1	2	3
<b>Local houses</b> The van will be situated near residential homes.	Pupils are fully supervised, with multiple activities planned to try and actively engage them during their sessions. The van will be parked near some residential houses, however if KK needs a brain break then she will be taken to the field opposite.	0	0	0
<b>Local parks</b>	Staff will have knowledge of the local area and parks. The park is opposite where the van will be parked up.	1	1	1
<b>Local shops</b> The van will be situated near residential homes.	Pupils to be aware of the appropriate use of language and expected behaviour when out in the community. Staff Supervision will be 1:1 Pupils will receive lessons on keeping themselves safe – the expectation is that they are to remain in the van for their lessons. Staff will ensure that bottles of water and some healthy snacks are available during their sessions on the van, so a trip to the shop will not be necessary.	1	2	3

**See pupils individual risk assessment for a more in depth and specific measures that will be put in place.**

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## 2) Location: Panshanger Park, Hertford

### Carpark view:

### Inside of park



### Services located near Panshanger Park are:

Service	Distance	Contact
Hertford County Hospital	1.3 miles	North Rd, Hertford SG14 1LP
New QEII Hospital	4.5 miles	Howlands, Welwyn Garden City AL7 4HQ
Hertford Police Station	1.7 miles	Hale Rd, Hertford SG13 8FL
Hertfordshire fire and rescue service	2.1 miles	Old London Rd, Hertford SG13 7LD

Panshanger Park is located a short drive away from Hertford. It is a large piece of open space and has different walks, and plenty of outside space. It is situated just off of a busy main road, but it is far enough away for this road not to be a danger to HP as she does not have a history of. Cars are able to park here unrestricted.

## Location/Address: Panshanger Park, Hertford

Risk  Risk factors Risk heightening factors	Risk management strategies Protective factors	Probability of harm occurring (1-3)	Extent of current harm / hazard (1-3)	Overall risk rating (1-9) 1-3 low 3-5 med 6-9 High
<b>Roads</b>  Crossing the road may be a risk to young people if they do not cross safely.	Pupils will always be supervised if walking across or near a road – supporting and guiding pupils on road safety. All staff working with the pupils will have read and contributed to the risk assessments that are specific to each pupil – which will	1	2	3

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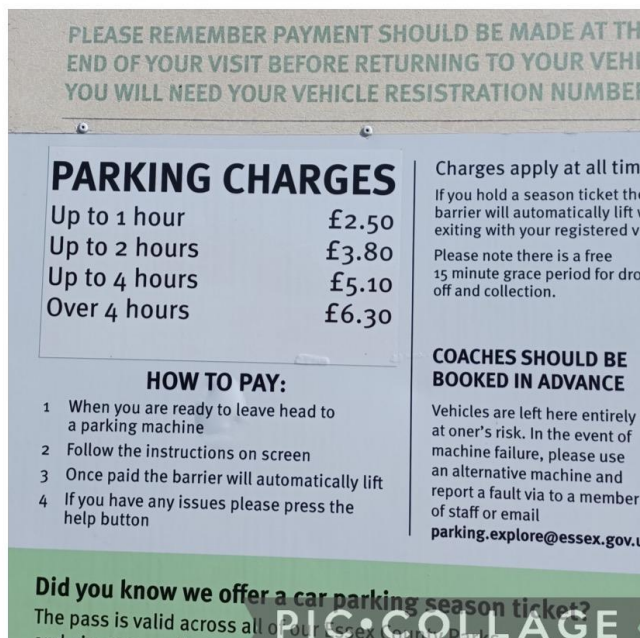
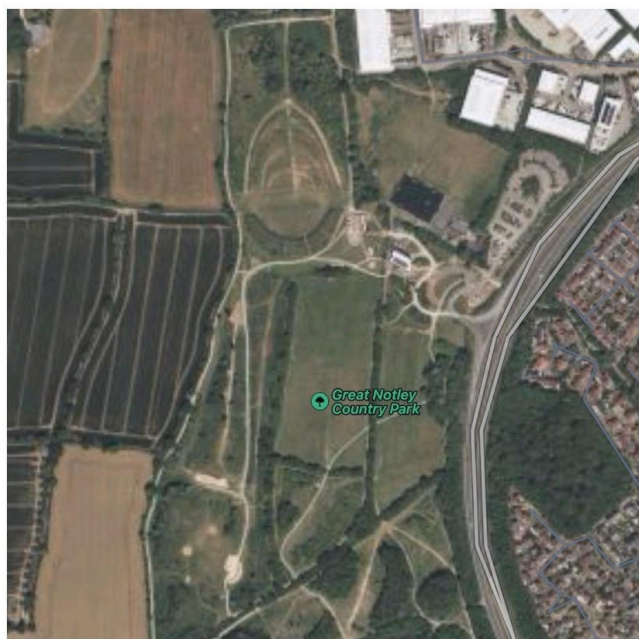
	provide key strategies and interventions when working with the pupils.			
<b>Local houses</b> The van will not be situated near residential homes.	Pupils are fully supervised, with multiple activities planned to try and actively engage them during their sessions. The van will not be parked near some residential houses. Residential homes can be accessed via a long walk on foot.	0	0	0
<b>Local parks</b>	Staff will have knowledge of the local area and parks. The park is opposite where the van will be parked up, so there is the option and opportunity for pupils to have brain breaks when needed. Pupils will be fully supervised at all times.	1	1	1
<b>Local shops</b>  The van will not be situated near residential homes.	Pupils to be aware of the appropriate use of language and expected behaviour when out in the community. Staff Supervision will be 1:1 Pupils will receive lessons on keeping themselves safe – the expectation is that they are to remain in the van for their lessons. Staff will ensure that bottles of water and some healthy snacks are available during their sessions on the van, so a trip to the shop will not be necessary.	1	2	3

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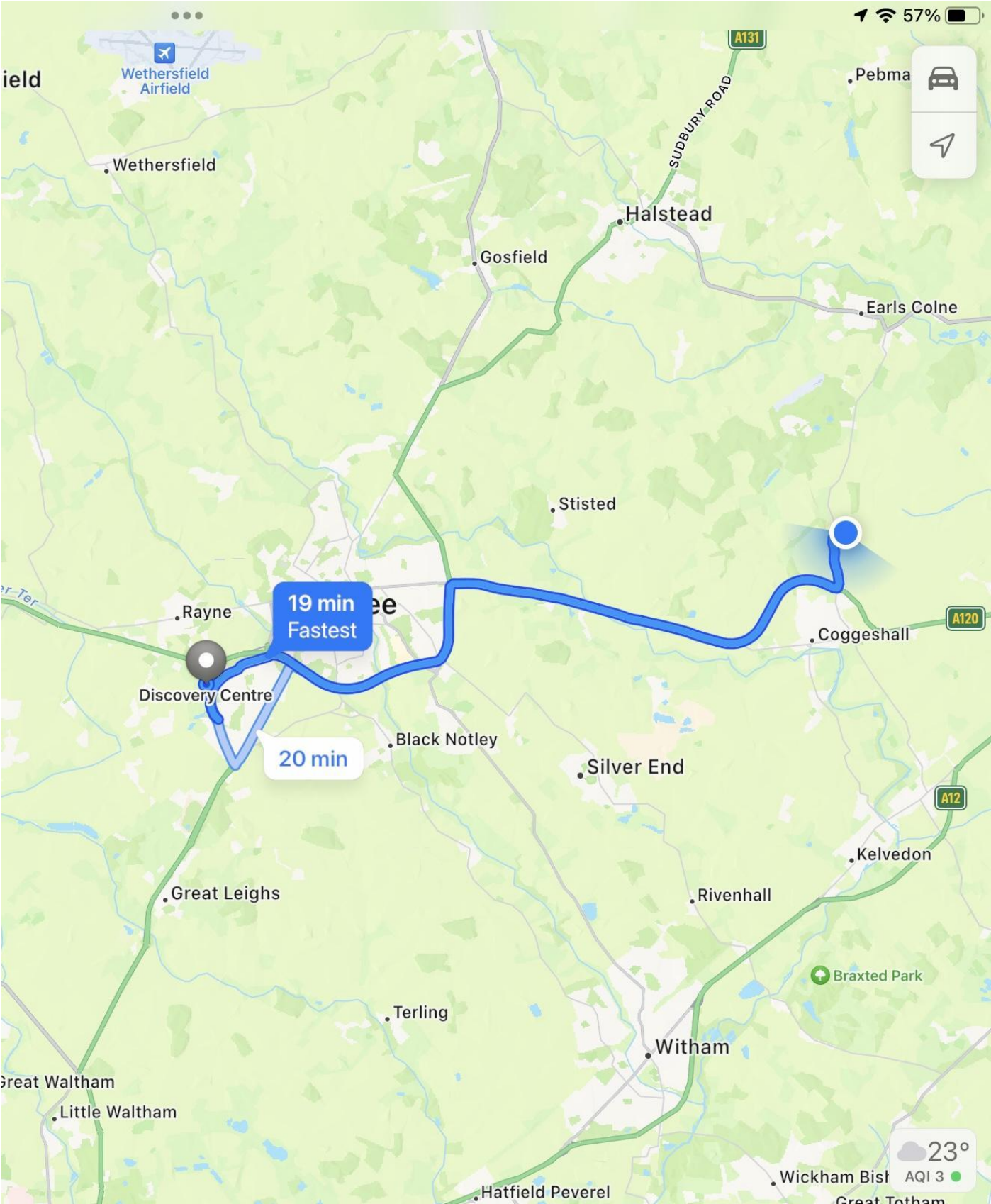
### 3) Location: Discovery Centre, Braintree

**Photo 1: Areal photo of the park; Photo 2: Car park for buses; Photo 3: Toilets; Photo 4: Car park charges**



**Distance from Purley Farm School: 11 miles**

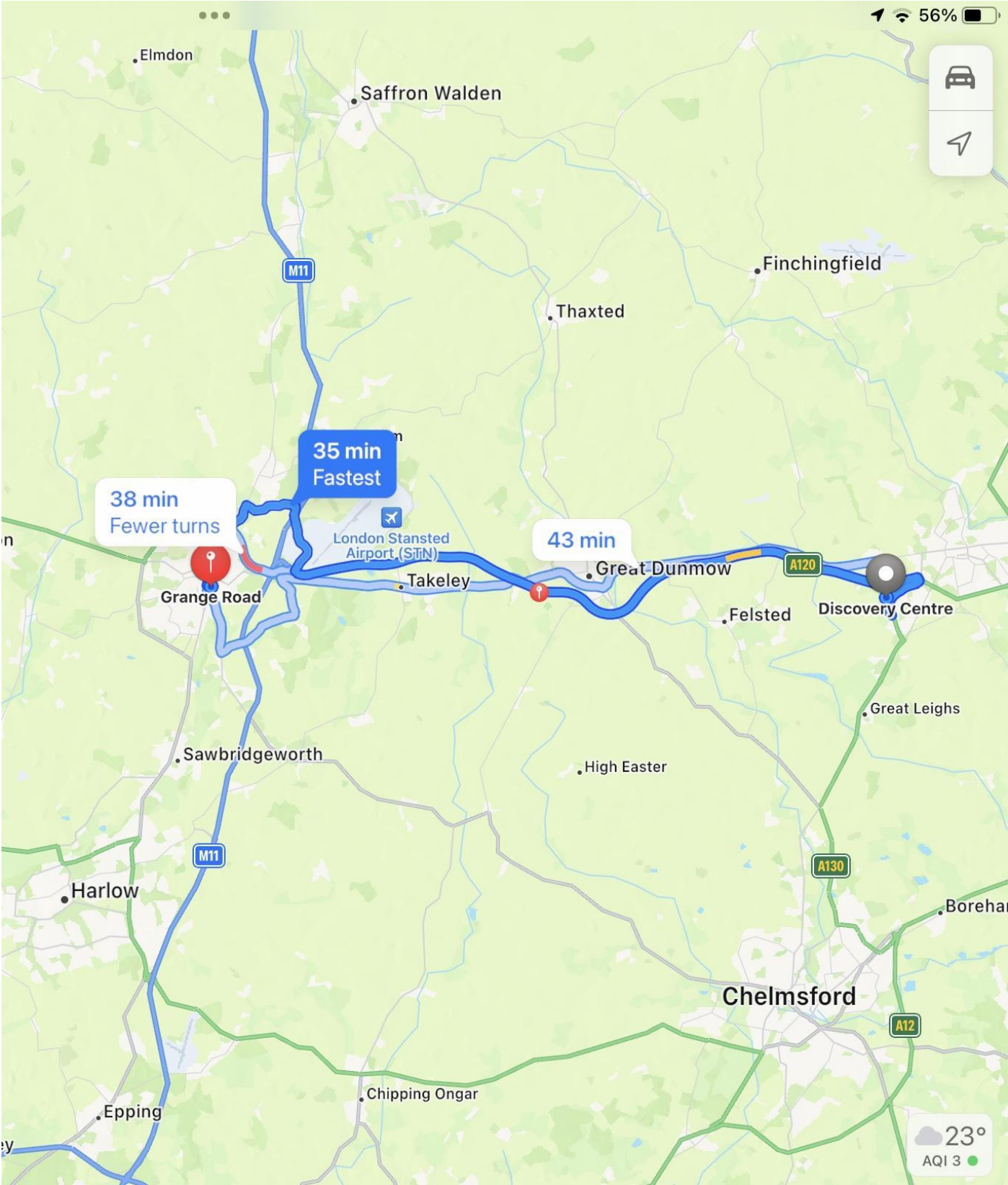
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Distance from Grange Road: 23 miles

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The Great Notley Discovery Centre and Park is located near Braintree. The country park is 100

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acres and has a trail of 1.2 km. The Centre is easy to access and has parking provision for cars and a dedicated parking area for buses. The park is located 11 miles from Purley Farm where the bus is parked overnight and the roads leading to the Centre are wide and easy to drive to and park.

There is an underpass close to the parking space that leads to a nearby Tesco. There is also a main road a hundred metres away from the car park.

The centre has toilets that are accessible to the public. These can be accessed through the cafe. Should the cafe be closed, the toilets are also accessible via the outside of the building. The pupils accessing the site will always be supervised and accompanied by staff on a 2:1 basis. The CIAV is not going to transport pupils but will be at the location at the beginning of the day and pupils will be driven by a different member of staff to CIAV and will remain there until the session is over.

The car park opens at 8 am and closes at dusk. The sessions planned for the pupils usually start at 10am and finish at 3pm. There are parking charges for this venue. Animals such as dogs are allowed on site and sometimes horses can be seen there too.

#### Services located near Great Notley Discovery Centre are:

Service	Distance	Contact
Braintree Community Hospital	2 miles	Chadwick Dr, Braintree CM7 2AL Open until 5pm
St Michael's Hospital	2 miles	Rayne Rd, Braintree CM7 2QU Open 24/7
Braintree Police Station	2.6 miles	Blyth's Mdw, Braintree CM7 3DJ
Braintree fire and rescue service	3.5 miles	Railway St, Braintree CM7 3JD

#### Location / Address: Great Notley, Braintree, CM77 7FS

Risk  Risk factors Risk heightening factors	Risk management strategies Protective factors	Probability of harm occurring (1-3)	Extent of current harm / hazard (1-3)	Overall risk rating (1-9) 1-3 low 3-5 med 6-9 High
Roads	Pupils will always be supervised if walking across or near a road – supporting and			

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There are no roads at the park but there is a busy car park. Crossing the car park may be a risk to young people if they do not cross safely.	guiding pupils on road safety. All staff working with the pupils will have read and contributed to the risk assessments that are specific to each pupil – which will provide key strategies and interventions when working with the pupils.	2	2	2
<b>Local houses</b> The van will not be situated near residential homes.	Pupils are fully supervised, with multiple activities planned to try and actively engage them during their sessions. The van will not be parked near some residential houses. Residential homes can be accessed via a long walk on foot.	0	0	0
<b>Local parks</b>	Staff will have knowledge of the local area and park. The CIAV will be parked near the Park. there is the option and opportunity for pupils to have brain breaks when needed. Pupils will be fully supervised at all times during walks and/or toilet breaks.	1	1	1
<b>Local shops</b>  The CIAV is within walking distance of a Tesco shop. There is also a cafe on site.	Pupils to be aware of the appropriate use of language and expected behaviour when out in the community. Staff Supervision will be 2:1. Pupils will receive lessons on keeping themselves safe – the expectation is that they are to remain in the van for their lessons. Staff will ensure that bottles of water and some healthy snacks are available during their sessions on the van, so a trip to the shop will not be necessary.	3	3	3

**See pupils individual risk assessment for a more in depth and specific measures that will be put in place in supporting pupil access to this location.**

## SAFEGUARDING CONCERNS

There are no major concerns about the locations in which the classroom van will be located, see timetable below for the van's logistics. There are very low levels of crime with only 4 being noted in May 2020. The area is not highlighted as an area of concern.

There are no concerns of young people being drawn into gang crime or anti-social behaviour in the area because of the locality of the school. The buildings' location does not increase the potential for pupils to be targeted for sexual exploitation, the area in which the Mission Hall is located has not been an area of

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concern at any local multi-agency CSE, Missing and Trafficking operational groups where information is collated.

Current areas of identified risk are low to medium risk. The overall risk of the location of the school is assessed as being medium risk due to the nature of the students that may be on role and their potential behaviours.

The main identified risk would appear to be pupils absconding from the van. Whilst areas that have been sought and chosen are away from main roads, there are some accessible travel links. Therefore, the staff would be vigilant of this behaviour with appropriate staffing ratios, monitoring in place and risk assessments completed for individual pupils attending the classroom van.

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