



The Lioncare School Risk Assessment Policy 2017-18

Policy Type and Title	Related Documents	Related Legislation and guidance	Author	Consultation	Curriculum Links	Date Created	Date for review
<p>Risk Assessment Policy Includes procedures for</p> <p>The Risk Assessment of Daily Levels of Supervision The Behaviour Management of Individual Children The Risk Assessment of Curriculum activities in school The Risk Assessment of PE, Trips and offsite activities The Risk Assessment of College Placements and Work Experience</p>	<p>Linked are our policies/procedures for:</p> <ul style="list-style-type: none"> – Safeguarding and Child Protection – The Safer Recruitment Policy – The Online Safety Policy – The Guide to Safe- Working Practices – Health and Safety Policy – Work Place Risk Assessment – Records Management – Physical Contact and Safe Touch (including Restrictive Physical Intervention) – Behaviour Management and Anti-Bullying <p>And also related are:</p> <ul style="list-style-type: none"> – The Lioncare Employee Handbook (V4) – The Lioncare School Prospectus – The Statements of Purpose for Hillfields, Westfields, and Springfields Therapeutic Children's Homes – The Lioncare Group's overarching Policy for Risk Management 	<p>The Independent School Regulations 2014</p> <p>Keeping Children Safe in Education (DfE 2016)</p> <p>Working Together to Safeguard Children (DfE 2017)</p> <p>The Children Act 1989</p> <p>Safeguarding Vulnerable Groups Act 2006</p> <p>Health and Safety at Work Act 1974</p> <p>Health and safety Advice for Schools DfE 2014</p> <p>HSE School Trips and Outdoor Learning Activities 2011</p> <p>Statutory Guidance on making arrangements to safeguard and promote the welfare of children under section 11 of The Children Act 2004</p> <p>The PREVENT policy to counter radicalisation</p> <p>Current guidance on Child Sexual Exploitation</p> <p>Current guidance on Online-Safety –The Female Genital Mutilation Act (2003)</p> <p>The HMSO publication “Mandatory</p>	Sara Fletcher	<p>The Executive Director The Service Manager The adult team at The Lioncare School</p>	All	August 2013	<p>August 14 (reviewed SF) July 15 by Sara Fletcher/Alison Kelley</p> <p>Reviewed August 16 by Sara Fletcher</p> <p>Revised November 17 by Sara Fletcher</p>

		Reporting of Female Genital Mutilation- procedural information 2015” The OfSTED publication “Safeguarding children, young people and adults policy 2015” Pan Sussex Child Protection and Safeguarding Procedures The UN Convention on the Rights of the Child 1989 HSE_School Trips and Outdoor learning Activities (Tackling The Health and Safety Myths)					
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Introduction

The Lioncare School believes that sound risk assessment is a tool for inclusion and allows our young people to access a rich and creative curriculum both on and off the school premises. Risk assessment is based on the five principles of risk assessment recommended by the HSE in the leaflet INDG163 (rev3), revised 06/11 (<http://www.hse.gov.uk/pubns/indg163.pdf>).

These stages are :

Step 1 Identify the hazards

Step 2 Decide who might be harmed and how

Step 3 Evaluate the risks and decide on precautions

Step 4 Record your findings and implement them

Step 5 Review your assessment and update if necessary

Aims :

The aims of this policy are:

- To outline the specific procedures for risk assessment present in school
- To outline when procedures should be used
- To promote the idea of shared thinking and open communication being essential in day to day activities
- To outline the procedures for planning and implementing school trips and external activities
- To make clear the responsibilities for adults working in school

Scope

It is not the scope of this policy to outline The Lioncare School's approach to General Health and Safety, Work Place Risk Assessment, Lone Working, Fire safety and Evacuation, COSHH, Manual Handling, First Aid and Safe Touch. These vital areas of work all have separately listed policies written annually. In addition there is an overarching Lioncare Group Risk Assessment and Management Policy And Procedure that should be read in tandem with this policy and with The Lioncare School Safeguarding suite of policies: Safeguarding and Child Protection, Safe Recruitment, Guide to Safer Working Practice and Online Safety . The purpose of this document is to provide a comprehensive guide to the specific risk management issues present in school, including :

- 1) The Risk Assessment of Daily Levels of Supervision
- 2) The Behaviour Management of Individual Children
- 3) The Risk Assessment of Curriculum activities in school
- 4) The Risk Assessment of PE, Trips and offsite activities
- 5) The Risk Assessment of College Placements and Work Experience

This Policy Applies To:

- a) All those directly employed by The Lioncare Group and who are in positions and roles that require them to interact with or work alongside or around or in proximity to the children in our care.
- b) All those indirectly employed by The Lioncare Group by virtue of being sub-contracted or commissioned and paid by The Lioncare Group to carry out work on behalf of The Lioncare Group and where such work causes them to interact with or work alongside or around or in proximity to the children in our care.
- c) All those working in partnership with The Lioncare Group in the form of voluntary work or student placements and where such work or activity involves interacting with or work alongside or around or in proximity to the children in our care.

Responsibilities Associated with this Policy:

All employees, whether they are 'front-line' engaged directly in the task of caring for, educating, and supporting the children in our care, or 'ancillary' (e.g. House Keeper, Maintenance Worker, Administrator etc.), are personally responsible for managing their own conduct in relation to following this policy.

All employees whether they are 'front-line' or 'ancillary' are also responsible for supporting their colleagues and co-workers to follow this policy.

Members of the Management Team (Senior Therapeutic Carers, Senior Learning Support Assistant, Deputy

Managers, Class Teachers, Assistant Head Teacher, Registered Managers, and Head Teacher) are responsible for ensuring all those employed directly or indirectly or on a voluntary basis or as a student placement are made aware of this policy and guidance, and for monitoring their safe and proper conduct whilst interacting with or work alongside or around or in proximity to the children in our care and for taking such action as necessary to prevent children being at risk of harm because of an adult's failure to follow this policy and guidance.

The Head Teacher, in partnership with the Executive Team (Service Manager and Executive Director) is responsible for reviewing this policy and at least annually (usually in August) and more frequently if and when it is considered necessary to do so, and for ensuring this policy remains fit-for-purpose.

The Risk Assessment of Daily Levels of Supervision

The Lioncare School staffing model is for one teacher and one learning support assistant plus one further adult in class for each group of 4-5 children and young people. Young people who cannot manage to work in school with this level of supervision are not accepted without an agreed support package in place with their placing authority. This may mean that additional adults are sourced to support classes for set periods of time. Additional adults-The Head Teacher, Assistant Head Teacher, School Administration Team and Senior Learning Support Assistant are also available to support classes in times of adult absence, or when ongoing risk assessment indicates that the demands of the day may increase the need for additional supervision. Examples of this may include unscheduled transitions, significant dates and anniversaries, visitors to the school, unusual or disturbing world news events or weather and the loss of members of the school or wider community.

Between 7.30 am and 8.45 am the Head Teacher (DSL), or Assistant Head Teacher (DDSL) ascertains the anticipated levels of attendance for the day of both adults and young people. At 8.45 the school team receive a handover of the events of the previous evening and the morning so far, as well as any scheduled plans for each base. The team also discuss the plans for the school day. Adults from the team are then allocated across the time table to each class and activity.

If the day presents with unusual circumstances such as adult illness or a large number of meetings the Head Teacher or Assistant Head Teacher uses the Daily Risk Assessment Excel Calculator (Google Drive: Main the Lioncare School 16. Risk Management and Assessments 01. Daily timetable Risk Assessment) to ascertain whether

levels of supervision are adequate or whether further controls are necessary. These controls and the associated plan for the day are presented to the staff team during the morning briefing and it is the responsibility of all staff present to highlight any concerns they have about risk and the need for further actions. If DSL and DDSL (s) are absent, then DSL support will be sourced from across the Lioncare Group from a manager with sufficient level 3 training. This will be organised in advance if the absence is planned.

Examples of additional controls available to offset risk

- Modification of the demands of the day
- Reduction in complex transitions
- Reallocation of adults from support functions to classrooms
- Requests to reallocate adults from work with the Lioncare Group's Therapeutic Children's Home to the school for some or all of the day

Any decision to reduce the number of hours in school for any individual child or group of children can only be made by the Head Teacher, or in her absence, the Assistant Head Teacher, in consultation with either the Service Manager or the Executive Director.

The Behaviour Management of Individual Children

It is the nature of the children cared for, educated and supported by The Lioncare Group to present behaviour which challenges the adults working with them, and this includes levels of aggression and violence that can pose a serious risk to the child and to others.

Some children have very limited understanding of the harm they can cause to themselves and others during periods of risk-taking and/or dangerous behaviour. All adults working for The Lioncare Group have the training for and understanding of this at the core of their practice, and the need to respond to such behaviours will over-ride any pre-existing written Risk Assessment or Safeguarding Risk Profile.

Adult understanding of the way children present at any given time may necessitate a change in the number of adults considered necessary to provide appropriate levels of supervision, or temporary limits on access children have to certain equipment or facilities in school. Reflecting upon this will be part of the Risk Assessment and Risk Management process (i.e. review the assessment and update if necessary).

From Autumn 2017 all children who start at the school will have an *Initial Impact Risk Assessment* written during the pre-admission process. This document is written by

the Assistant Head Teacher or The Caterpillar Class Teacher, depending on the age of the child on entry to the school. This document uses the information provided pre-admission to assess the risks associated with the child or young person, both for themselves and, crucially, in relation to the existing cohort within the school. This information is used to plan the support necessary for the child or young person's first weeks at school.

When the child is due to start at school the class teacher will ensure that they have a copy of the *Safeguarding Risk Profile* and the *Positive Behaviour Support Plans* written by the staff team in the Therapeutic Children's home in which the child is resident. The first document uses a risk matrix model to assess the risk across at least 25 domains of potentially harmful behaviour, citing evidence and the headline strategies for managing these. The second document provides a fuller breakdown of the individual triggers for harmful behaviours, the signs and indicators communicated by children through their behaviours that signal their own functioning and capacity to regulate, and the specific strategies in use to mitigate, diffuse or de-escalate behaviours or situations that may lead to harm. Where appropriate, and in relation only to those behaviours that are of the highest risk and there is no other measure to maintain the welfare of those involved this will include the details of how physical interventions may be applied.

When the child or young person is not resident within Lioncare it is the role of the teacher to write these plans, in partnership with other professionals involved in the care and support of the child or young person.

In all cases by the end of the 8-week baseline assessment period each child or young person should have versions of the documents in place that have been fully revised by the class teachers (or Assistant Head Teacher) that are fully in line with the evidence presented at school.

Each class teacher reviews both documents at least monthly as part of the Lioncare Live Monitoring process which ties together all plan objectives for individual children and young people. In addition all staff have a duty to consider whether a review of either document is necessary after any incident of challenging behaviour and there are fields for the reporting and detail of this within the Incident reporting system on Behaviour Watch. Changes to risk assessment and management strategies for individuals should be discussed at daily team planning sessions and it is the responsibility of class teachers to disseminate this information. Substantive changes including those related to a child or young person's independence, decisions on whether to involve external agencies, plans to end the use of physical intervention, situations regarding lone working or those in response to a risk from those outside the school, including any related to the Prevent agenda, must be discussed with and agreed by the Head Teacher.

The Head Teacher sends data on incidents of challenging behaviour to other managers across the organisation on a half termly basis for a shared review of patterns and trends. In this way the whole Senior Management Team of the Lioncare Group can contribute to safe and effective working around each child or young person

To be clear; all Risk Assessment and Risk Management documents variously used across all settings are 'live' working documents. They are essential tools for guiding and instructing us all in what we need to be doing and how we need to be thinking to control or reduce or minimise or mitigate against the potential or risk for that child to suffer avoidable harm. Discussion, review, and sharing of these documents and the information they contain should be ongoing: on a daily basis through handovers and de-briefings, on a weekly or fortnightly basis through team meetings, and at Management Meetings and in individual supervision and group (team) supervision.

Where feasible and appropriate, and dependent on their relative ability and levels of understanding, children and young people should be actively encouraged to be involved in, and contribute to their own Safeguarding Risk Profiles and Positive Behaviour Support Plans. Key work sessions are used to address specific issues raised through the Risk Assessment and Risk Management process, with in the aim of supporting the child to develop a growing sense of agency over their own actions and behaviours and life choices. Teachers also need to work with colleagues to set Key Performance Indicators for children and young people that allow them to learn about risk in all areas of life.

Incident Report

Any incident that involves violent, unsafe or concerning behaviour or which involves a child making a significant comment that may be indicative of either historical or contemporary abuse must be recorded on an incident form. Any accident or circumstance in which First Aid is applied must be recorded on an accident form. Both forms are on the Behaviour Watch management information system. Incident and accident forms are written by the adult most directly involved and are signed off by the Head Teacher or Assistant Head Teacher. The incident forms are used to review all risk assessment and management processes around children and young people. Incident forms are also used to record occasions of physical intervention, including restraint and incidents of bullying especially when it involves those with protected characteristics. Incidents where a child goes absent without permission, or is missing from school are also recorded here.

All incident and accident form are sent by email to the Registered Manager of the children's home, case work or key work leads, foster parents, therapists and social workers, and other representatives of the placing authority agreed at admission. Where appropriate parents are also informed.

The Risk Assessment of Curriculum Activities in School

Most classes and associated activities will be risk assessed through the normal planning, thinking and communication carried out by teaching teams as part of their day to day responsibility. This includes most art, design, technology, science and cooking lessons. Activities which fall outside of this may include, but may not be limited to :

- Science activities involving chemicals, open flames and sharp objects,
- Craft or technology activities involving sharp objects, power tools and materials covered by COSHH regulations,
- Some cookery activities including sharp knives and open flames for some young people,

No activity from the above list, or any other activity which, **in the judgment of any member of the adult team** poses a medium to high risk of harm is permitted in school unless it has been risk assessed by a qualified person - it will be judgment of the Head Teacher/AHT, in consultation with Curriculum Leads, who this will be.

- If such an activity arises in the school day a member of the school management team must be informed, to give permission before any activity takes place
- The Head Teacher and/or AHT may permit the activity with necessary conditions
- The Head Teacher and/or AHT may permit an alternative or limited version of the activity.
- The Head Teacher and/or AHT may request a full written risk assessment.
- The Head teacher and/or AHT may limit the activity for children whose individual SGRPs and PBSPs show it is not safe for them to participate currently.
- The Head Teacher and/or AHT may request that the individual child/children wishing to participate must be actively involved in the risk assessment process and sign an agreement on how they expect to keep themselves and others safe, before participating in an activity. E.g.: as with Online safety agreement.
- The Head Teacher and/or AHT may decide that no one present is qualified to give permission or carry out a suitable risk assessment and may direct that the activity is delayed until the correct people can be involved.
- The Head teacher and/or AHT may decide that adults need specialist training, input or guidance before being qualified to risk assess an activity, or engage in that activity.
- The Head Teacher and/or AHT may forbid the activity if it is felt unsafe to proceed.

In addition all adults involved in the daily care and education of a child or young person have a duty to state if they feel a child is unable to safely manage any planned activity and communicate this to colleagues. In addition adults who note repeated unsafe behaviours around curriculum activities must pass this to the teacher who will consider an update to the safeguarding risk profile.

The Risk Assessment of PE, Trips and Offsite activities

The Lioncare School considers the community to be a rich and comprehensive resource for both academic and social and emotional learning. PE lessons happen off site twice a week and there is a whole school trip most Fridays. In addition there are numerous ad hoc trips to the shops, the park and other local amenities. The benefit of learning outside of the classroom should not be unduly impacted on by a disproportionate approach to risk assessment and this is especially true of the children and young people who attend the Lioncare School, whose access to PE and offsite activities has been limited by their life experiences.

The school does not run residential trips, overnight stays, trips abroad or those that involve adventure or extreme sports, where the risk of harm is considered beyond the resource of the school to manage. The school is aware of its responsibility to check that certain providers hold a licence under the 2004 Adventure Activities Licensing Regulations.

Parental Consent: Parental Consent is sought on admission from local authorities and from any members of birth families that hold Parental Responsibility. All plans for trips are shared via handovers and via the relevant information on the Lioncare School's shared Google Drive.

Informal/Low risk/Ad hoc trips off site

E.g. Walk to shops, short class trip for park or beach, cooking ingredients, trip to home, for art materials, reward trip within Brighton and Hove

All activities that happen outside of the school premises must be subject to a risk assessment. Informal, low risk activities such as walking to the nearby shop for cooking ingredients should be verbally risked assessed by the staff member involved and at least one other colleague. Both adults should have full, up to date knowledge of the safeguarding risk profiles and positive behaviour support plans for all children and young people involved. The conversation should include the location of the trip, the people going, the purpose of the activity, means of communication, expected duration of the trip and any other consideration. The conversation should be used to check all thinking is secure and all appropriate measures are in place. A school manager must be made aware of the activity at the earliest opportunity. Everyone must be signed in and out of the building using the Lioncare School Messages Log. The main school telephone number and the school's administrative team are the first point of contact for any adult requiring support during any such offsite activity.

Formal, planned trips and activities

E.g. PE activities, Friday Educational activities, activity week trips, out of town reward trips. Other activities not classed as informal or low risk

Most offsite activities, including PE sessions and Educational activities must be planned using an Educational Activity Plan Record and the person who completes this

form is responsible for any subsequent risk assessments. When the post is filled this work is the responsibility of the school's Activity Coordinator. If the role is not filled, or the post holder is absent for any reason the responsibility can be delegated to any adult team member.

All six stages of the following procedure must be completed and these will be scrutinised at team meetings and in supervisions:

A) Educational Activity Planning Record

For all new settings or those not visited in last two years. Form can be completed up to three months in advance. If concerns are raised trip not to be progressed (booked, further risk assessed or discussed with young people) until discussed with school manager.

B) Trip Overview

For all trips and can be done up to three months in advance. The Activity Coordinator or other adult nominated by the Head Teacher to plan the trip is responsible for completion with input from teachers.

C) Risk Assessment Stages 1-4

Can be started in advance and completed within 24 hours of trip. Step 4 (signing off) must be by Activity Coordinator, trip leader* or other school adult attending trip.

The person signing off should be satisfied that all relevant risks identified on an individual child or young person's Safeguarding Risk Profile have been controlled for and that resources and conditions are such that the Positive Behaviour Support Plan can be implemented as necessary.

D) Trip Plan

To be completed before trip starts on the day. One copy to be left in school and the other taken on trip.

E) Activity Monitoring Form

To be taken on trip and filled in by class adults during the day/upon return journey.

C2) Risk assessment-stage 5 Comments and Reflection after Trip

To be completed by The Activity Coordinator/ Trip Leader

There is a full statement on the use of both personal vehicles and those owned by the organisation in the Employee Handbook Version 4 pages 70-74

*the trip leader is the adult nominated by the Head Teacher, or her delegate, to lead the trip in the absence of the Activity Coordinator

The Risk Assessment of College Placements and Work Experience

The Head Teacher and Assistant Head teacher are aware of the Health and Safety Executive's guidance on work experience and the onus on the provider of the

placement to assess and manage risk for those on work experience.

<http://www.hse.gov.uk/youngpeople/workexperience/organiser.htm>

However it is the policy of The Lioncare School that a full risk assessment will be written by the Assistant Head teacher or other nominated adult in the event that any young person in year 10 or 11 undertakes such a placement either within the organisation or in any organisation external to The Lioncare Group. This risk assessment will focus on the behaviour of the young person, their capacity and understanding (using their individual Safeguarding Risk Profile), and in ensuring that the experience feels as safe and emotionally contained as possible to best ensure the experience fosters continued engagement with work towards a positive adult life.

During this process the nominated adult will acknowledge that the employer remains the expert in their work place and field of work. All risk assessments provided by and associated with the work placement should be factored into whether the placement is suitable for the individual young person. All such risk assessments for example, fire evacuation procedures, should be adhered to by the young person, and any adult from the Lioncare Group supporting them. The employer will have clear lines to which to report any concerns. Any special considerations required by the young person should be risk assessed alongside the work placement's own risk assessments to ensure that both work placement and young person can meet each other's needs.

Any other factors such as journey to and from the placement and time off site for breaks should be risk assessed in agreement with the young person and their carers (whether Lioncare or foster carer). All risk assessments will be shared in advance with the social worker when the Local Authority has parental responsibility. The Lioncare School follows a similar process and associated procedures for college placements and taster days with external providers.

All risk assessments, whether for work experience, or college placements, should be written with the active involvement of the young person, wherever possible.

Summary of Employees Responsibilities

All employees in The Lioncare Group have a responsibility to:

- take reasonable care of their own and others' health and safety
- co-operate with their employer so far as is necessary to enable compliance with the above duties
- carry out activities in accordance with training and instructions
- inform the employer of any serious risk

At The Lioncare School, employees achieve this by:

- At all times sharing their thinking in a way that allows for a flexible, creative curriculum that exposes children to the managed risk necessary for their supported growth and development
- Undertaking and completing all necessary and essential administrative duties including recording and reporting and logging
- Attending to all risk management forms to the best of their ability in an open, collaborative and child centred manner
- Filling out forms correctly for activities that require this
- Staying up to date with legislation and guidance
- Informing colleagues and the Head Teacher and/or Assistant Head Teacher of any risk that they perceive
- Taking action to reduce physical hazards in the environment
- Demonstrate good practice within the therapeutic education ethos of The Lioncare School to work with the behaviours and communications presented by children throughout their attendance at school.

Distinct And/or 'Stand-Alone' Events, Activities, or Situations

The process of Risk Assessment and Risk Management is also required to be undertaken, and is important and essential stage, when planning for and carrying out a distinct and/or 'stand-alone' event or activity, or in preparation for certain key situations.

Examples might include, but not limited to, the following:

Transportation of a child or children on a longer than usual journey in a vehicle owned and operated by the home or school

Building work scheduled to take place in the home, or in the school during term-time (i.e. when the children are in attendance)

A temporary change or disruption to the usual routine of the home or the school which may cause some increased level of anxiety or upset to children or adults or both

Severe weather warning or prior notification of some other extreme and/or unusual event

A special celebration or gathering occurring in the home or the school e.g. to mark the leaving of a child or an adult or an anniversary etc. and where there may be a greater number of people present than usual

The Head Teacher of The Lioncare School and the Registered Manager of the home are responsible for ensuring that the necessary process of effective Risk Assessment and Management is undertaken prior to any such distinct and/or 'stand-alone' event, activity, or situation occurring, and also for reviewing the effectiveness of the measures taken in order to inform practice and promote continuous improvements and learning for all.

Such risk assessments will usually be carried out using Form C (Basic risk Assessment Template)

Database for Risk Assessment and Risk Management Of Frequent Activities

It has been recognised (in Autumn 17) that across the homes and the school, and over time, certain activities or events or visits to specific places occur frequently. The children's holidays often involve returning to familiar destinations or venues, or undertaking familiar activities in known locations such as camping trips and days-out to theme parks.

Obviously, each activity or event or visit must be risk assessed individually and consider the individual and specific circumstances and detail and dynamics at play. However, some detail can be expected (and is in actuality) consistent for similar activities or events or visits to the same location or venue. For example, there will be aspects involved in planning for a visit to a theme park that remain constant, such as the distance to be travelled, the layout of the theme park, and the emergency support and facilities available on site. With this in mind, The Lioncare Group is creating a database of useful information and previous risk assessments carried out for frequently undertaken activities and events and visits to often frequented locations and venues.

This database is intended to be used to help guide and assist colleagues when planning for and undertaking risk assessments. It is intended to help colleagues consider ways to manage identified risks, where some of these may have previously been tried and tested by others. It also encourages experiential learning from previous activities and events and visits to be passed on and used to ensure continuous improvements in safety of future activities and events and visits.

The format and use of the data base will be reviewed in January 2018

Team Development And Training:

We have a strong commitment to providing all adults employed by The Lioncare Group with opportunities for developing their awareness and understanding of matters relating to Risk Assessment and Risk Management. We consider personal development and training opportunities for individual members of the teams, combined with group discussion and forums for establishing a shared perception of this important part of our work, essential elements in maintaining best practice. By providing adequate team development and training in the area of Risk Assessment and Risk Management, we aim to provide the children cared for and educated by The Lioncare Group with an environment in which they are protected from harms and hazards. We also aim to provide an environment that can facilitate the appropriate and healthy development of agency and ability to self-manage risk and risky situations, which our children will inevitably face when they leave The Lioncare Group.

Risk Assessment and Management training and development is offered and provided in the following ways:

- Effective induction and orientation of new members of the team, including agency and part-time workers.
- Forums for discussing Risk Assessment and Risk Management matters and issues with independent consultants, experts and specialist trainers. This includes an

annual two day update with the Physical Intervention Trainer for the whole team.

- Ongoing professional discussion during meetings and supervision and Performance Reviews.
- “In-house” training sessions and short external courses.
- Relevant literature held in the Lioncare House (head office) library and on the organisation’s G Drive Records Management System.
- Attendance at recognised external professional courses and training