



**Risk assessment of
Challenging behaviour**

Pupil Name _____

Year Group and Class _____

Completed by _____

Role within school _____

Completed on _____

Proposed review date _____

GUIDELINES ON RISK ASSESSMENT

It is the entitlement of all pupils to access a broad and balanced curriculum including the National Curriculum, as stated in the SEN and Disability Act 2001.

However, some pupils may at times pose a risk of harm to themselves and/or others.

Each school should assess the risks involved, then take effective measures either to remove the hazard or reduce the risk.

The purpose of formulating a risk assessment is to ensure, as far as reasonably practicable, a safe learning environment, where staff are appropriately trained.

What is a safe learning environment?

It is one where

- There is secure and safe access to movement around and exit from premises.
- There is a learning environment which is both emotionally and physically healthy.
- There are arrangements for safe use, handling, storage and transport of equipment.
- There are arrangements for safe physical interventions with pupils.

The law and associated guidance is clear:

“The Disability Discrimination Act 1995 does not require responsible bodies to place employees or pupils at inappropriate risk if a health and safety issue arises. However, changes to policies and procedures and/or the provision of training may mitigate any health and safety risks that arise in relation to disabled people or pupils. The risk assessment process carried out to comply with health and safety legislation may provide an opportunity to consider adjustments required by the Disability Discrimination Act.”

(Disability Discrimination 1995 Act: Code of Practice to Schools, Part 4 11.6)

Staff should always have regard to:

- The Disability Discrimination Act, 1995
- The SEN and Disability Act, 2001
- The Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations, 1992.
- Violence at Work guide to employers. 5/99 C250 H.S.E
- Inclusive Education: Guidance on the Use of Reasonable Force to Control or Restrain Pupils, DCC 2004
- Schools inclusion policies e.g. behaviour policy, disability and accessibility scheme, the physical intervention policy

Staff should always have due regard to a balance between the needs and entitlements of the child, and any associated risks.

WHAT IS RISK ASSESSMENT?

Risk assessment is a careful examination of what could cause harm to people so that decisions can be made about what is reasonably practicable to reduce or prevent harm.

RISK ASSESSMENT PROCEDURE

- **Think** of possible hazards. A hazard is anything that has the potential to cause harm consider whether this is:
 - **environmental in which grids A and B** will be necessary to complete before the summary is completed.
 - **or a specific behaviour in which case tables 1, 2 and 3** will need to be completed before the summary can be formulated.
 - In some cases all grids and tables may be necessary.

- **Decide** who might be affected and how.

- **Evaluate** the level of risk and consider preventive measures. Risk is the likelihood of a hazard causing harm.

- **Discuss** with necessary staff/parents/carers/and the child as appropriate.

- **Formulate** into a written plan.

- **Put** measures into practice.

- **Review** and revise as necessary.

RISK ASSESSMENT GRID Areas of school environment (A)

Name of Assessor(s):

Area of need: emotional, behavioural and social/ communication and interaction

Name:

Class:

Year Group:

Date:

	Access/ Space	Furniture	Equipment	Seating arrangements	Groupings	Other
Classroom						
Toilet						
Cloakroom/ Changing room						
Hall PE						
Hall Lunch						
Playground						
Corridors						
Other Visits, extended schools						

Risk assessment of behaviours causing concern

Use the key below to complete the following tables if a specific behaviour is causing concern.

Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed:

- Self The pupil him or herself
- Staff Members of staff
- Visitor Visitors to the school or member of the public
- Property The physical environment (on these occasions grids A and B should also be considered)

Probability

An informed estimate of the likelihood that the behaviour will occur again:

- HL Highly likely. Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again.
- L Likely. There is a possibility that the behaviour will occur again.
- U Unlikely. Although the behaviour has occurred before, the context has changed or can be changed to make it unlikely to happen again.

Seriousness

A judgement should be made about the seriousness of the behaviours using the scale below

16	Numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour characterised by bullying and assault associated with premeditation, and undermining adult authority to the detriment of the security of the structured environment and the safety and welfare of other students and adults
15	
14	
13	Numerous incidents of non-compliance and severe challenge including violence and aggression associated with a loss of emotional control, regular absenting from class necessitating monitoring, and the undermining of adult authority to present challenge to the security of the structured environment
12	
11	
10	Commonplace incidents of non compliance / challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentiality, and absenting or absconding, and ignoring adult advice and guidance
9	
8	Regular incidents of non-compliance / challenge including aggressive confrontations with others, and avoiding adult supervision
7	
6	Occasional incidents of non-compliance / challenge associated with mood swings
5	
4	Normal range of behaviour given age, maturity, emotional difficulty, and personal circumstances
3	
2	
1	

Influencing factors

These are described in table two and numbers can be transcribed.

RISK ASSESSMENT Specific Behaviours Table 1

Behaviour (Risk)	Target	Probability	Seriousness	Influencing Factors
Verbal aggression (threatening, swearing)				
Physical aggression: Kicking				
Punching				
Biting/scratching/spitting				
Hair pulling				
Intimidation communicated by physical action				
Other (please specify)				
Property destruction				
Running away from immediate environment				
Running off site				
Refusal to move				
Use of equipment as weapon (throwing or hitting)				
Use of weapon				
Other (please specify)				

Risk Assessment Behaviour Table 2 Influencing factors

These factors may be closely related to particular behaviours (See table 1) and areas of the school environment (See grid A). The number of the influencing factor may be recorded in the final column of table 1. Preventative measures will then be more specific.

Possible influencing factor	
1 Periods of unstructured activity	
2 Transition times	
3 Availability of dangerous equipment	
4 Periods of increased pressure e.g. a Home factors (change of home circumstances) b School factors (assessment periods, routine changes) c Other (please specify)	
5 Spaces which involve close physical proximity	
6 Particular pupils/ adults (please specify)	
7 Other (please specify)	

Risk Assessment Behaviour Table 3 Preventive Measures Possible solutions

A range of common preventive measures can be taken to reduce risks.

Complete the table below to show whether these are:

- Currently in place (P)
- Currently being actioned (A)
- Felt to be inappropriate to the risk presented (I)

Preventive Measure	P	A	I
Proactive measures			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent/ carer in decision making and planning			
Involving outside agencies (eg EP, EWO, Children's Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating the skills defined by the teaching programme, and through the appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times such as start of day, changeover between lessons, breaktimes, specific lessons			
Systematic reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures			

Reactive strategies to respond to early warning signs or on escalating situation Please be aware of the behaviour policy and physical restraint policy.			
Active listening			
Environmental adaptation (removing triggers, changing peer/ staffing arrangements)			
Diversion/ distraction to a preferred activity (please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (please specify)			
Physical intervention ¹ (specify the planned technique)			
Other (please specify)			

¹ All physical intervention must take place within the context of the schools intervention policy. Specific training will have been provided by the school for all those authorised to use physical intervention.



Personal Handling Plan (PH2)

Name of Pupil:			
Date of Birth:		Age:	

Trigger Situations (times, places, lessons, members of staff)
Typical Behaviour
History of any successful non-physical interventions
Praise points
Medical conditions / emotional issues to be considered
Preferred Positive Handling techniques (as negotiated with pupil) Identified location?
Positive Handling techniques (in the case of non-compliance)

Agreement _____ Date _____

Signature Child _____

Signature Parent _____

Signature Member of Staff _____

Signature Principal _____