

SUPPORTING MATERIALS

PHOTOCOPIABLE MASTERS

Included within this section are photocopiable masters to support schools in risk assessment and management and in auditing current practice. We have also included a completed example of risk assessment and management. Schools are also reminded of information in the County's **Educational Visits File, Section 2, Page 12, Amendment 1**, which can also help in determining the level of risk.



ASSESSMENT AND MANAGEMENT OF FORESEEABLE RISK FOR YOUNG PEOPLE PRESENTING CHALLENGING BEHAVIOURS.

Name:	D.O.B:
Adult overseeing plan:	
Those consulted in drawing up the plan	
<ul style="list-style-type: none">•••••	

Are there any medical conditions to be considered? (e.g. asthma, brittle bones)

What are the young person's strengths / praiseworthy points?

List any preventative strategies which are currently successful

Are there any environmental settings or conditions which could contribute to the behaviour?

Are there any easily identifiable triggers for the challenging behaviour?

Describe in specific terms the behaviours seen or heard.

ASSESSING RISK

What in specific terms is the foreseeable risk?

How frequently does the risk occur?

Who or what is affected by the risk?

Who, if anyone, is likely to get injured or hurt?

In which classroom / educational settings may this risk occur?

What, if any, adverse outcomes are likely to occur, including wider / long term outcomes?

Do you consider the risk to be :

low medium high critical

RISK MANAGEMENT

N.B: You will need to complete this form for each specific behaviour which will lead to a significant risk

What might be effective in reducing risk?

Primary preventative measures	
Early / low level interventions	
Secondary interventions	
Reactive interventions	
Recovery interventions	
Young person	
Peers	
Adults	

What do you foresee as the positive outcomes of this plan for the young person?

Broader training issues identified:

This plan is to be shared with:

Name	Relationship with young person	Copy of plan and or discussion
<ul style="list-style-type: none"> • • • • • • 		

This plan was drawn up on : (date) and will be reviewed on (date must be within twelve months) or following

- a major incident
- a change of staff
- a request from anyone involved in the implementation or monitoring of this plan
- in the event of emerging new behaviours

Signed: (adult overseeing the plan)



Identified Training issues for individual members of staff

(This page should be completed by a staff member requiring training and the person overseeing the plan. On completion, it should be forwarded to the person responsible for co-ordinating professional development within the school)

Name:

Identified needs	Training to be provided by:	Date by which training to be completed

Signed: (member of staff)

Signed: (person overseeing plan)



Evaluation of risk management plan

This evaluation should be considered in preparation for the review of the plan

Interventions	Effectiveness in supporting young person	Impact on risk
Primary preventative measures		
Early / low level interventions		
Secondary interventions		
Reactive interventions		
Recovery Interventions Young person Peers Adults		
Actions for the future:		

Plans and strategies evaluated by	Relationship to child	Signature

Plan to be reviewed on:

Signed:

(person overseeing plan)



Example of Assessment and management of foreseeable risk for young people presenting challenging behaviours.

Name: Fred	D.O.B:
Adult overseeing plan: Those consulted in drawing up the plan <ul style="list-style-type: none"> • • • • • 	

Are there any medical conditions to be considered? (e.g. asthma, brittle bones)
None

What are the young person's strengths / praiseworthy points?
Fred likes animals and will engage in any educational activity where learning about animals is the focus. He is very knowledgeable about budgies in which he is interested. He is a keen footballer and can be over enthusiastic at times.

List any preventative strategies which are currently successful
Fred is particularly interested in the Animal Encyclopaedia on CD Rom, if this is used as a reward Fred will focus on one activity for up to 10 minutes, this is very positive. Encouraging Fred to have time out when he is feeling stressed will often prevent his target behaviours from occurring.

Are there any environmental settings or conditions which could contribute to the behaviour?
Fred can find noisy situations particularly stressful. He dislikes people, in particular other children, shouting across the classroom at others. Staff working with him may need to be aware of this and avoid situations if possible. He is also afraid of water/swimming and this makes him anxious.

Are there any easily identifiable triggers for the challenging behaviour?

- When his class are timetabled for swimming
- When he experiences/perceives exceptional noise levels
- When people raise their voice at him or in his vicinity
- Mathematics lessons

Describe in specific terms the behaviours seen or heard.

Fred will initially talk to himself, he may cover his ears and he makes guttural sounds and grunts. Fred will shout at other pupils and staff members using inappropriate language or swear words. In particular he will target a fellow pupil, April calling her a 'fat pig' or 'lardie.' On occasions he has actually pushed April causing her to fall over.

ASSESSING RISK

What in specific terms is the foreseeable risk?

That he pushed April or assaults her causing actual harm.

How frequently does the risk occur?

At least twice a week based on current records. Although in the past 4 days there has been an escalation in his verbal threats and taunts, these usually precede a physical attack.

Who or what is affected by the risk?

- *April is affected by the behaviour and at risk*
 - *Other pupils are affected by the behaviour and may be at risk*
 - *Staff members are affected by the behaviour and are at risk*

Who, if anyone, is likely to get injured or hurt?

April is likely to be injured or hurt

In which classroom / educational settings may this risk occur?

This risk is present at all times when Fred is at school, it is more likely to occur within classrooms than in the playground or during physical education.

What, if any, adverse outcomes are likely to occur, including wider / long term outcomes?

- *It is possible that Fred may be excluded as a result of his behaviour*
 - *It is likely this will affect his father, who is the only parent and also is in employment*
 - *This will place further strain on the family, Fred has an older brother who also has behaviour difficulties and is currently receiving support from the CAMHS team. Fred's presence at home during the day may have an impact on his brother.*

Do you consider the risk to be :

low medium **high** critical

RISK MANAGEMENT

N.B: You will need to complete this form for each specific behaviour which will lead to a significant risk

What might be effective in reducing risk?

Primary preventative measures	<p>Ensure that environmental noises are kept to a minimum. Do not raise your voice at Fred or in his vicinity Offer reward for completing Mathematical tasks, for example CD Rom. Prepare him for swimming sessions in advance and use positive rewards for participating</p>
Early / low level interventions	<p>Offer access to activities he enjoys to distract him, such as animal books or photographs. Set Fred a small task such as collecting pens or running an errand to distract him</p>
Secondary interventions	<p>Encourage Fred to have 'time out' away from the trigger of his anxieties if possible. Offer a reward for maintaining positive behaviour</p>
Reactive interventions	<p>Remove other children, a priority will be April. Encourage Fred to leave the situation and reduce risk to others Prevent Fred from physically pushing/assaulting April or other person if he attempts to do so. (if you choose a PI technique this will need to be detailed here and with IEP)</p>
Recovery interventions	
Young person	Fred will benefit from talking to pastoral staff; he has a good relationship with Tina.
Peers	April must be offered an opportunity to discuss how Fred's behaviour affects her following each incident of verbal abuse as well as attacks involving physical violence. Other children should be offered similar opportunities if they witness an incident.
Adults	All staff members involved in an incident of verbal or physical assault will be offered de-brief options or counselling.

What do you foresee as the positive outcomes of this plan for the young person?

That Fred will learn to manage his anger when in situations that he finds stressful.

That Fred will become aware of the affect he has on others

That Fred will be motivated when he is praised for his positive behaviours and his less socially valid behaviours become less functional to him.

Broader training issues identified:

- *Staff members working with Fred will need to recognise his triggers and how to de-escalate his antecedent behaviours.*
- *Staff members working with Fred will need to learn disengage techniques to prevent injury to other pupils and them self*
- *Staff members working with Fred will need to learn a restrictive physical intervention technique to prevent Fred assaulting fellow pupils.*

This plan is to be shared with:

Name	Relationship with young person	Copy of plan and or discussion
• • • • • •		

This plan was drawn up on : (date) and will (date must be within twelve months)
be reviewed on
or following

- a major incident
- a change of staff
- a request from anyone involved in the implementation or monitoring of this plan
- in the event of emerging new behaviours

Signed: (adult overseeing the plan)

The following pages are intended to help schools in auditing current practice in relation to the use of physical restraint. The forms have been developed in consultation with schools, a glossary of terms is also provided to support the audit process.

Behaviour Audit - Glossary of Terms

Aggressive behaviour / Aggression:

Aggression can present in 3 ways

- Reactive – in response to one or more stimuli e.g. insult, accidental or purposeful hurt, perceived threat
- Instrumental – this is where reward is sought e.g. intimidated, bullying, premeditated assault
- Inherent – aggression may be OK in the mind because that's how they perceive behavioural responses as the norm e.g. it's OK to hit because that's how I am treated outside school

Breakaway techniques:

Breakaway and avoidance techniques are used to gain a release from a grab or hold. They can also be used as defensive manoeuvres to avoid strikes or kicks.

Challenging behaviour:

Commonly cited definition used in UK (Emerson 1995)

“culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is likely to seriously limit use of, or result in the person being denied access to ordinary community facilities”

An alternative definition (Zarkowska and Clements(1996)) suggest that behaviour could be viewed as problematic if it satisfied some of the following criteria:

- The behaviour itself or its severity is inappropriate given the person's age and level of development
- The behaviour is dangerous either to the person or others
- The behaviour constitutes a significant additional handicap for the person by interfering with the learning of new skills or by excluding the person from important learning opportunities
- The behaviour causes significant stress to the lives of those who live and work with the person and impairs the quality of their lives to an unreasonable degree
- The behaviour is contrary to social norms

Frequency:

Quantitative data as to how often a specific type of incident occurs should be recorded. Behaviours are often cited as occurring “always”, which is highly unlikely. Think in terms of the number of times per session, per morning / afternoon, per day, per week.

IBP:

Individual Behaviour Programme, this term is used in some schools as being preferential to the term IEP. There should be no difference in the structure of an IEP / IBP.

IEP:

Individual Education Plan. A plan, which identifies targets and strategies, to support the child in achieving the targets. It can include both learning and behavioural targets.

PSP:

Pastoral Support Plan – a plan which should be in place for those children at high risk of exclusion who do not already have an IEP or for whom the targets and strategies need to be reviewed / monitored with greater frequency (fortnightly).

Physical Intervention (PI):

This is the preferred term for all types of physical contact used as a response to challenging behaviour. PI can range from

- guiding children away from a challenging situation
- intervening between two children fighting,
- using restrictive physical interventions (physical restraint)

Severity:

The severity of an incident links to

- the ferocity of the assault and / or
- to the level of injury / damage sustained as a result of the assault.

N.B. Assault can be directed at inanimate objects and property.

PHYSICAL INTERVENTION AUDIT

(To be completed by school staff)

Completed by : _____ Role within school: _____

Policy	Yes	No	Unsure
<p>Are you aware of the school's policy on Physical Interventions (PI)?</p> <p>Comment:</p>			
<p>Have you had any guidance or communication in terms of the implementation of the policy?</p> <p>Comment:</p>			
<p>Has a risk assessment of your role been completed?</p> <p>Comment:</p>			
<p>Have you received any training (including during your initial training) in :</p> <ul style="list-style-type: none"> • Positive behaviour management • Managing aggressive confrontation • Physical intervention <p style="text-align: center;">Breakaway techniques Positive Handling</p> <p>Comment:</p>			
<p>If you have received training in Physical Intervention techniques is regular (annual at least) refresher training provided?</p>			
Incidents	Yes	No	Unsure
<p>Have you been faced with extremely challenging behaviours in the last term?</p> <p>Comment:</p>			
<p>How many incidents occurred over this period?</p> <p>Comment:</p> <p style="text-align: center;">(If you have not been faced with any incidents over the designated period, you do not need to answer any further questions)</p>			

Incidents	Yes	No	Unsure
Did this involve one child or various children? Comment:			
Did any of the incidents result in the use of physical intervention? If yes, what type of intervention was made? Comment:			
Was there an existing IBP/ IEP/PSP for the child/ children concerned? If yes, did the individual programmes specify the need for Physical Intervention and identify specific strategies and techniques? Comment:			
If techniques were identified, did all staff with regular contact with the child receive specific training in those techniques? Comment:			
Did you report these incidents in writing? If yes, to whom did you report the incidents? Comment:			
Was a structured review of the incident and child's needs held? Comment:			
Did you receive adequate support following each incident? Comment:			
Did you or the child sustain injury? Comment:			

SUMMARY AUDIT ON USE OF PHYSICAL INTERVENTION

(To be completed by Head/Governors in consultation with the audit completed by school staff)

Name of School:

Date:

Completed by:

Policy	Yes	No	Unsure
Is there a policy on the use of physical intervention? (If yes please attach) Comment:			
How and when is the policy reviewed? Comment:			
Who was involved in compiling this policy? Please tick <ul style="list-style-type: none"> <input type="checkbox"/> Governors <input type="checkbox"/> Parents <input type="checkbox"/> Children <input type="checkbox"/> Teaching staff <input type="checkbox"/> Learning Support Workers <input type="checkbox"/> Mid Day Supervisors <input type="checkbox"/> School Secretary <input type="checkbox"/> Other site staff <input type="checkbox"/> Staff from County Council Support Services 			
Is the policy cross-referenced to other relevant policies?	Yes	No	Unsure
Is there guidance available to staff in regard to this policy? Comment:			
Has this been communicated to all staff? Comment:			
Have risk assessments been carried out on all staff roles? Comment:			
Have all staff been trained in the following areas – <ul style="list-style-type: none"> <input type="checkbox"/> Positive Behaviour Management <input type="checkbox"/> Managing aggressive confrontation <input type="checkbox"/> Physical intervention <ul style="list-style-type: none"> Breakaway techniques Positive Handling Comment:			
Is regular refresher training available to all staff? Comment:			

Incidents	Yes	No	Unsure
Is there a system for reporting incidents? If yes please attach relevant form Comment:			
How do you monitor the frequency and severity of incidents? Frequency: Severity:			
Did any of the incidents involve emergency interventions? Comment:	Yes	No	Unsure
How many incidents related to planned interventions as identified on children's IEP/IBP/PSP? Specify:			
Did a review of each incident occur?	Yes	No	Unsure
Were parents involved in the review? Comment:			
Did any incident result in injury to staff or pupil? Comment:			
If yes, what actions were taken? Comment:			
Were any complaints made as a result of the physical interventions?	Yes	No	Unsure
Have any incidents in the last term been reported to the County Council?			
If yes, please specify the outcome of the contact with County Council representatives. Comment:			

