

Completing the Risk Audit

- Consider what sorts of behaviour are likely to be exhibited by the pupil in question. What hazards might arise as a result of the behaviour? Find out if there is a pattern to the behaviour. Does it happen at a particular time or place? Is there something usually going on immediately before or after? Is there any way of predicting it? Are there circumstances that make the behaviour more likely to occur?
- Based on past evidence, common sense and likelihood of occurrence, think about the impact of this behaviour - who is likely to be harmed and how? **Life-threatening** = fatality, hospitalisation, long-term absence etc; **Serious** = requiring medical treatment and, usually, absence from work; **Harm** = e.g. 1st Aid, possible GP check-up and/or treatment.
- How likely is this behaviour? How frequently has the behaviour happened in the past? How recently? Is it possible to make realistic predictions for the future? On what grounds? (NB: Where more than one form of poor behaviour has been identified, the combined impact of *all* of them should be considered when determining the likelihood and frequency of harm arising).
- Calculate the numerical risk factor by multiplying **likelihood x frequency x harm**. Any resulting percentage greater than 1 per cent indicates a measure of risk; a figure of 100 per cent means it is certain to happen.
- Evaluate the risks and decide what recommendations might be made for further action. Is a full risk assessment required, together with suitable control measures? Are existing precautions - where applicable - sufficient, or should further steps be taken?
- It is important that the 'percentage chance' of harm occurring is not seen as a single, authoritative predictor of future outcomes. It is merely one indicator of several which can assist those charged with tackling such behaviour in schools. The action to be taken will clearly depend on the type(s) of behaviour identified. A ten per cent chance of a pupil carrying a knife, for example, clearly poses a greater level of possible harm than a ten per cent chance of a pupil verbally abusing somebody. As a general rule, any percentage risk of more than one per cent should be closely analysed, and where the potential harm is calculated as a score of two or more, this becomes even more important.
- This audit should be reviewed termly or sooner if behaviour patterns change.

APPENDIX 2: PUPIL BEHAVIOUR RISK ASSESSMENT

Pupil Name
Year Group
Assessor
Date

What health and safety hazards arise or could arise from the behaviour of this pupil?	
1 What risks do they pose and to whom?	LEVEL OF RISK: High/Medium/Low
2 What has been done so far to remove or reduce the risks?	REMAINING RISK: High/Medium/Low
3 What further action is required to reduce the risk further?	LEVEL OF RISK ONCE ALL CONTROL MEASURES ARE IN PLACE (High/Medium/Low):
4 List any activities which <u>cannot</u> be safely managed, as far as it is possible to foresee.	

Any further comments:

Review Date:

Options to consider as control measures

The risk assessment should seek to implement a tailored strategy to address the specific needs of the student within existing school behaviour and/or special needs policies. Measures set out in IEPs/EHCP's will clearly always take priority over any others.

Tackle offensive behaviour through school discipline policy, with consistent application of sanctions every time the behaviour is repeated

Behaviour chart for each day

Requires clear/explicit tasks of short duration

Use non-confrontational strategies

Immediate withdrawal from lesson or area as a consequence of certain pre-determined acts, such as swearing at staff

Specific instructions given to staff not to try to stop if he attempts to leave a room, instead allowed to go to until calmed down

Look at the possible fixed term removal of pupil from lessons in which the offensive behaviour is most evident, during which time s/he receives appropriate support.

Funding for an increase in deployment of classroom assistant/behaviour mentor support.

Behaviour contract after fixed term exclusion and meeting with parent(s)/carer(s)

Withdrawal from danger areas i.e. practical classrooms, labs, mobile classrooms where teacher is isolated, lessons involving teachers where there appears to be a personality clash

To meet behaviour mentor each morning for briefing

Make it clear to both pupil and parents that further incidents of harassment of school staff will result in the police being contacted and a complaint of harassment being made, with redress sought via anti-harassment legislation.

Use experienced teacher call-out if required: "refer to head of Subject /senior teacher/ Head Teacher"

Procedures put in place where a senior member of staff can be called to a class immediately should an incident arise or where signs of an impending incident are apparent

Involvement of behaviour support specialists, where available