All Saints School Health and Safety Policy - Appendix 1 INDIVIDUAL PUPIL BEHAVIOUR RISK AUDIT

Pupil's Name:	Date
Assessor's Name	Review Date

BEHAVIOUR	WHEN?	MOST AT RISK	HOW LIKELY?	Х	HOW OFTEN?	Х	POTENTIAL HARM	=	RISK FACTOR	ACTION
(Circle or underline those which apply) NB – In cases where a pupil is suspected or found to be carrying a weapon, action should always be taken, regardless of the apparent likelihood of harm.	Time of day; potential triggers etc.	Who is most likely to be harmed and how?	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never		5=Daily 4=Weekly 3=Monthly 2=Rarely 1=Never		(Include an assessment of the likely physical and psychological harm) 4= Life- threatening 3=Serious 2=Harm 1=No harm		Approximate percentage chance of harm occurring: 100%=certain >50%=probable >9%=possible >1%=not impossible 1%=never	Is a formal risk assessment required? Are existing measures sufficient, or can the risk be lowered further? If applicable, list any initial suggestions for achieving such aims in the space below.
Verbal abuse Threats/Aggression Violence Vandalism Bullying Fighting Possible Weapon(s) Racial Harassment Sexual Harassment False Accusations Self Harm Other - please specify:	Before school Break time Lunch time After school Morning lessons Afternoon lessons Between lessons Detentions Other, e.g. outside school hours - please specify:	Pupils Staff Visitors	5 4 3 2	x	5 4 3 2	x	4 3 2 1	=	%	

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	WEL OF BYOK					
1	What risks do they pose and	o whom?	LE Hi	VEL OF RISK: gh/Medium/Low					
				,					
2	What has been done so far to	remove or reduce the risks?	RF	MAINING RISK: High/Medium/Low					
<u>-</u>	What has been done so far to	remove of reduce the risks.	1.2	TIMENTING RESILT HIGH, Flediding LOW					
İ									
3	What further action is require	d to reduce the risk further?	LE	VEL OF RISK ONCE ALL CONTROL					
			ME	EASURES ARE IN PLACE					
			(H	ligh/Medium/Low):					
4	List any activities which <u>canne</u>	ot be safely managed, as far as it is possible	to foresee.						
Any furth	er 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