

PUPILS EXHIBITING CHALLENGING BEHAVIOURS – RISK ASSESSMENT

Next Gen Support
Services

VERBAL AGGRESSION

E.g. regular angry outbursts or shouting, swearing or being very argumentative.

IDENTIFICATION OF RISK

<p>What risks does this behaviour pose?</p>	<ul style="list-style-type: none"> • Causes distress and/or anxiety in pupils and/or staff • Could turn into physical aggression
<p>Who is affected by the risk?</p>	<ul style="list-style-type: none"> • Other pupils • Staff • Wider school community

ASSESSMENT OF RISK

<p>In which situations does the risk usually occur?</p>	<ul style="list-style-type: none"> • Being asked to do something by a member of staff • Being told 'no' • Working with a particular pupil/group of pupils
<p>How likely is the risk to arise?</p>	<p>Sometimes. Where this happens, follow the behavior policy and personal risk assessment of each child.</p>

ASSESSMENT OF RISK	
If the risk arises, who is likely to be injured or hurt?	<ul style="list-style-type: none"> • Pupils in close proximity • The class teacher • Staff on lunchtime supervision duties
What kinds of injuries or harm are likely to occur?	<ul style="list-style-type: none"> • Physical injuries, such as bruises or cuts, if the verbal aggression turns into physical aggression • Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Offer mentoring, space, time, re-direction.

RISK REDUCTION			
TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	<ul style="list-style-type: none"> • Being aware of the triggers • Setting clear boundaries for what is acceptable and what isn't 	<ul style="list-style-type: none"> • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z, which triggers the risk • The measure is set out in the pupil's behaviour plan 	<ul style="list-style-type: none"> • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil does not respond well to the boundaries set

RISK REDUCTION

<p>Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place</p>	<ul style="list-style-type: none"> • Time out for the pupil in a safe, calm area • Moving the pupil to a quiet area in the classroom 	<ul style="list-style-type: none"> • The change of scenery may help the pupil calm down • There's no need for the pupil to leave the classroom and they can rejoin the lesson when they have calmed down 	<ul style="list-style-type: none"> • If the time out area is outside of the classroom, there would need to be a member of staff to supervise • It may be difficult to find space for a quiet area in the classroom
<p>Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour</p>	<ul style="list-style-type: none"> • Removing the pupil from class to calm down • Withdrawal of attention or the use of a distractor 	<p>Prevents other pupils from being in close proximity</p> <ul style="list-style-type: none"> • Can be an effective way to step in without using reasonable force or physical restraint 	<ul style="list-style-type: none"> • Requires a safe space and a member of staff to be with the pupil • May not be effective with all pupils

PHYSICAL AGGRESSION

E.g. frequently hitting, biting or kicking others or hair pulling.

IDENTIFICATION OF RISK

What risks does this behaviour pose?	<ul style="list-style-type: none"> • Causes injury or harm • Leads to anxiety in pupils and/or staff
Who is affected by the risk?	<ul style="list-style-type: none"> • Other pupils • Members of staff • Wider school community

ASSESSMENT OF RISK

In which situations does the risk usually occur?	<ul style="list-style-type: none"> • Being told 'no' • Disagreements with another pupil
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited physical aggression on many occasions when being told 'no', presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	<ul style="list-style-type: none"> • Anyone triggering the behaviour, e.g. the class teacher who told the pupil 'no' • Pupils or staff in close proximity • The pupil may injure or harm themselves

ASSESSMENT OF RISK	
What kinds of injuries or harm are likely to occur?	<ul style="list-style-type: none"> • Physical injuries, such as cuts, bruises or concussion • Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	

RISK REDUCTION			
TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	<ul style="list-style-type: none"> • Being aware of triggers • Setting clear boundaries for what is acceptable and what isn't 	<ul style="list-style-type: none"> • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z, which triggers the risk • The measure is set out in the pupil's behaviour plan 	<ul style="list-style-type: none"> • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	<ul style="list-style-type: none"> • Removing the pupil from class to calm down 	<ul style="list-style-type: none"> • Prevents other pupils from being in close proximity 	<ul style="list-style-type: none"> • May require the use of reasonable force, which poses a risk to the member of staff carrying out the reasonable force

RISK REDUCTION

<p>Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour</p>	<ul style="list-style-type: none"> • Reasonable force or physical restraint where necessary 	<ul style="list-style-type: none"> • May be the only option to step in and keep other pupils and/or staff safe 	<ul style="list-style-type: none"> • Poses a risk to the pupil or member of staff
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DESTRUCTIVENESS

E.g. deliberately damaging school property or the property of pupils and/or staff.

IDENTIFICATION OF RISK

<p>What risks does this behaviour pose?</p>	<ul style="list-style-type: none"> • High-value property (e.g. IT equipment) is damaged • Causes distress for pupils and/or staff • Causes harm or injury to pupils and/or staff in close proximity • Pupil may injure or harm themselves (e.g. if they smash a window)
<p>Who is affected by the risk?</p>	<ul style="list-style-type: none"> • The pupil exhibiting the challenging behavior • Other pupils • Staff members • Wider school community - for example, the parents of the pupil whose property has been damaged

ASSESSMENT OF RISK	
In which situations does the risk usually occur?	In retaliation to being told off.
How likely is the risk to arise?	If the pupil has been destructive on many occasions when being told 'no', presume that the risk is likely to arise. Follow individual risk assessment,
If the risk arises, who is likely to be injured or hurt?	<ul style="list-style-type: none"> • The pupil exhibiting the challenging behaviour • Pupils or staff in close proximity
What kinds of injuries or harm are likely to occur?	<ul style="list-style-type: none"> • Physical injuries, such as cuts, bruises or concussion • Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	

RISK REDUCTION			
TYPE OF MEASURE	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	<ul style="list-style-type: none"> • Being aware of triggers • Setting clear boundaries for what is acceptable and what isn't 	<ul style="list-style-type: none"> • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z, which triggers the risk • The measure is set out in the pupil's behaviour plan 	<ul style="list-style-type: none"> • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	<ul style="list-style-type: none"> • Removing the pupil from class to calm down 	<ul style="list-style-type: none"> • Provides a change of scenery that may help diffuse the pupil's behaviour 	<ul style="list-style-type: none"> • May require the use of reasonable force and pose a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	<ul style="list-style-type: none"> • Reasonable force or physical restraint where necessary 	<ul style="list-style-type: none"> • May be the only way for a member of staff to step in and prevent injury or harm 	<ul style="list-style-type: none"> • Can put the member of staff stepping in at risk