

Name of school	
Name of child or young person	
Date of birth	
Date completed	
Date shared with parent/ carer	
Review date	

Step 1: Describe behaviour that may present risk or cause actual harm	
Prompts:	Examples:
If the behaviour only happened once, state this	<ul style="list-style-type: none"> “Once threw a chair in the direction of a window and broke the glass”
Describe the behaviour in detail stating: <ul style="list-style-type: none"> Who was affected (adult or child) What happened (said, hit, kicked, threw) Where on the body contact was made (head, upper body, arm) What objects were involved What words were spoken 	<ul style="list-style-type: none"> “Once hit a child on the head using his hand” “Hits adults on the upper body using small objects, e.g. ruler or book”
‘Say what you see’ rather than labelling the behaviour or ascribing any intent	<ul style="list-style-type: none"> “Put two hands on a child’s throat and squeezed” rather than “Tried to strangle someone” Said, “I’m going to kill you”, rather than “Threatened to kill people” Said, “No I won’t, I hate you” rather than “Spoke disrespectfully to adults”
What is the child or young person doing?	

Step 2: Describe known triggers	
Prompts:	Examples:
Record words that may present as a trigger to the child	“No”, “Stop”
Record situations that may present as a trigger to the child	turn-taking, waiting, collaborative group work
Events or occurrences that may present as a trigger to the child	Disrupted expectations, unexpected changes (to timetable, staffing, environment)
Perceptions that may present as a trigger to the child	Perceived unfairness, injustice, inconsistency
If no triggers have yet been identified, rather than saying “There are no triggers” state, “Triggers not yet identified”	
What do you think may be leading to the behaviours?	

Step 3: Describe any patterns observed	
Prompts:	Examples:
When are behaviours most likely to be seen?	<ul style="list-style-type: none"> • Early morning/ before lunch/ after lunch/ end of day • Start of the week/ end of the week • Start of term/ end of term/ • Before/during/ after a particular subject • In the presence of a particular person • Break/ lunch time • Less structured times • During collaborative group work or tasks • Before/ during/ after transitions • Hard to identify patterns
When are you most likely to see the behaviours?	

Step 4: Outline the risks to child or young person, staff, peers or others	
e.g. Risk of physical injury; Risk to emotional wellbeing; Risk of interrupted learning	
Risk to self	
Risk to peers	
Risk to staff	

Step 5: Identify high risk behaviours
Selecting from the list in Step 1, list up to 3 behaviours the team consider to present the greatest risk
List up to three behaviours that you consider to present the greatest risk:
<ul style="list-style-type: none"> • • •

Step 6: Current supports
<p>What strategies, adjustments, adaptations and supports do you already have in place for this child or young person? Rather than stating that there is a support staff member or "1:1 support" in place, please describe the actions that this person is undertaking or the support that they are providing.</p> <p>List all strategies that you currently have in place.</p> <p>Please comment on how well key supports (1-3 below) have been implemented.</p> <p>Add any additional strategies that are being used. Comment on how consistently each is being implemented and any adaptations that need to be considered.</p>
Social Communication
1. Individual Visual Timetable

Emotional Regulation	
2. Individual Safe Space	
Transactional Supports	
3. Say Less	

Step 7: List Further control measures required to reduce anxiety and therefore likelihood of behaviours:

Social Communication	
1. Individual Visual Timetable	
Emotional Regulation	
2. Individual Safe Space	
Transactional Supports	
3. Say Less	
Staff guidance	ACTION: A staff guidance sheet to be put together and shared with all school staff

Step 8 Actions (de-escalation)

Please outline the actions that are likely to support the learner and keep them, yourself and others safe. Make use of information from anyone with a good relationship with / understanding of the learner.

All outings to be risk assessed on individual basis

Assessment led by:

Name		Date	
Job title		Signature	
In consultation with:	Role:		

Please note: A risk assessment must be kept up to date. It should be reviewed after every incident.