

## PUPIL BEHAVIOUR SUPPORT PLAN & RISK ASSESSMENT

A pupil behaviour support plan and risk assessment should be considered where a pupil's conduct poses a demonstrable and ongoing risk to the health, safety and wellbeing of others at the school and also presents a risk to their own safety.

### A Behaviour Support Plan & Risk Assessment should:

- Involve the pupil where possible
- Involve all staff who works with the pupil (e.g. Pupil Support Assistant, ASL Teacher, Educational Psychologist)
- Involve parents/carers
- Be conducted by a person or 'group' with the necessary knowledge of the pupil
- Involve outside agencies where appropriate (e.g. NHS Grampian, Social Work)

### A Behaviour Support Plan and Risk Assessment must:

#### (a) Identify and assess impact of the risk

One way in which you can identify the risks is to gather evidence that can be compiled via a behaviour risk audit. This should include:

- The actual behaviour and including previous behaviour and relevant behaviour of others
- The potential of harm (no harm, harm, serious)
- Pre-existing medical conditions
- In what situation does the risk occur (time of day, trigger points, pattern to behaviour)
- Who is likely to be injured or harmed?
- What kinds of harm, injuries are likely to occur?
- Detail the documentation in place to support behaviour management
- Detail how to support the pupil post incident

#### (b) Manage the risk

From the Behaviour Risk Audit you will be able to devise a risk assessment detailing control measures to remove / reduce the risk.

The Pupil Behavioural Support Plan and Risk Assessment should be disseminated to all staff working with the pupil, including support staff, supply staff, temporary and student teachers.

The Behavioural Support Plan & Risk Assessment should be reviewed termly and / or as part of the Child's Plan process or when required, taking into account the views of the pupil, staff and parents/carers.

### To complete the Behaviour Support Plan and Risk Assessment:

Use the template below and remove the information not pertinent to the pupil you are writing this for.

Ensure all information detailed is relevant to the pupil it is intended for

Ensure Parents/Carers and all staff supporting the pupil are kept informed of any updates

If a CALM technique is agreed the detail of the technique should be added to the control measures below

**PUPIL BEHAVIOUR RISK AUDIT**

<b>Pupils Name:</b>	
<b>DOB:</b>	
<b>Audit compiled by:</b>	

Hazard / Risk	Person (s) Affected	What happened (including when, where and time of day)	Category of Risk		
			M	P	B

**CATEGORY OF RISK: Medical (M) Physical (P) Behavioural (B)**

**All risks should be identified in Pupil Specific Risk Assessment (s)**

## PUPIL BEHAVIOUR SUPPORT PLAN AND RISK ASSESSMENT

<b>Pupils Name:</b>	Pupil X						
<b>Class:</b>							
<b>Detail any Additional Support Needs of the pupil:</b>							
<b>Relevant Pre-Existing Medical Conditions</b>							
<b>Risk Assessment Written By:</b>	Class Teacher						
<b>Other individuals involved in Risk Assessment:</b>	Pupil, Education Staff, Parents, Head Teacher, Depute Head Teacher						
<b>Resources Used to Support Behaviour Management (tick box(es)):</b>	ABC Chart		Tracking Timetable		Functional Behaviour Assessment		Individualised Education Plan
<b>ALL STAFF WORKING WITH THIS PUPIL NEED TO BE MADE AWARE OF THIS DOCUMENT</b>							

### **Triggers and how they present:**

- Make sure pupil has had access to snacks during the morning as they tend to get hungry which affects their demeanour
- First thing in the morning can be a time where Pupil X attempts to self-harm by hitting her head. Going initially into the Sensory Room at 8:45 ensures a predictable start to the day which also promotes a very calming start to the day for Pupil X.
- The use of technology coming to an end- use of timers helps support Pupil X's understanding of the activity ending.
- Pupil X tends to wear their hood up as a coping strategy please ensure that no comment is made regarding it
- When Pupil X is beginning to show unsettlement, they tend to raise their voice, pick at the skin around their fingers, walk around the room, repeat what staff are saying. At these times strategies such as going for a walk, being offered a drink, or being distracted by being given a job / responsibility help support as part of the de-escalation. At this time avoid direct commands. Use statements such as: I need your help with something..... can you help me with.....

<b><u>Helpful Strategies:</u></b>	<b><u>Unhelpful Strategies:</u></b>
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| <ul style="list-style-type: none"> <li>• Use of timers</li> <li>• Giving pupil space and time to reflect</li> <li>• Minimal use verbal communication</li> <li>• Tactical ignoring</li> <li>• Consistency of approach</li> <li>• Avoid rushing- plan enough time for pupil to complete activities</li> <li>• Use of headphones to allow pupil to listen to music</li> <li>• Use of motivational incentives for Pupil X e.g. ....</li> </ul> | <ul style="list-style-type: none"> <li>• Standing too close</li> <li>• Lots of verbal communication</li> <li>• Having lots of people around – busy places</li> <li>• Direct confrontation</li> <li>• Using the word '****'</li> <li>• Raised voices</li> </ul> |
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### **Strategies to Support Post Incident:**

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|--|---|
| <ul style="list-style-type: none"> <li>• Access to quiet area/ sensory room</li> <li>• Outreach provided by Enhanced Provision / Community Resource Hub</li> </ul> | <ul style="list-style-type: none"> <li>• Targeted intervention from IPT, PSW and school counsellors in accordance with the Child's Plan</li> <li>• Targeted support to develop social, emotional and life skills through the implementation of LPP</li> </ul> |
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Hazard / Risk	Person/s Affected	Risk level before controls are in place			Control Measures	Risk level with controls in place		
		L	M	H		L	M	H
<b>Hitting, grabbing, kicking or scratching other pupils and staff</b>	Pupils and staff			X	<p>Visual timetable to ensure Pupil X has an understanding of their day and what is expected of them</p> <p>Staff to support Pupil X in a calm and concise manner</p> <p>CALM trained staff to follow the principles of CALM to de-escalate the pupil's heightened arousal</p> <p>Other pupils will be asked to leave the area and one or two staff will focus on reassuring Pupil X and helping them regulate their heightened arousal</p> <p>Member of Senior Leadership Team will be called to attend and support</p> <p>A CALM Physical Intervention technique to be identified (if appropriate) on this Behaviour Support Plan &amp; Risk Assessment to be implemented by CALM trained staff</p> <p>A timer / sensory resource can be used to give Pupil X to provide a structured diversion / distraction</p> <p>Once calmer Pupil X will be reassured and encouraged to participate in an activity</p> <p>Other pupils will be encouraged to re-join the group once Pupil X is showing positive engagement and calmness</p> <p>School procedures for recording the incident will be followed and Parent / Carer will be phoned to report the incident</p> <p>Any pupil impacted by Pupil X's actions will also have their Parent phoned</p> <p>Offer a motivational distraction to divert the Pupil X's attention from displaying negative behaviour</p>		X	
<b>Throwing objects</b>	Pupils and staff			X	<p>Staff will show no reaction to the negative behaviour</p> <p>Staff to support Pupil X in a calm and concise manner – minimal use of language and symbols where appropriate</p> <p>CALM trained staff to follow the principles of CALM to de-escalate the pupil's heightened arousal</p> <p>Other pupils will be encouraged / supported to leave the area and one or two staff will focus on reassuring Pupil X and helping them regulate their heightened arousal</p> <p>Member of Senior Management Team will be called to attend and support</p> <p>All objects lying around will be gathered up by staff to minimise what can be thrown</p> <p>A CALM Physical Intervention technique to be identified (if appropriate) on this Behaviour Support Plan &amp; Risk Assessment to be implemented by CALM trained staff</p> <p>Once calmer Pupil X will be reassured and encouraged to participate in an activity</p> <p>School procedures for recording the incident will be followed and Parent / Carer will be phoned to report the incident</p> <p>Any pupil impacted by Pupil X's actions will also have their Parent phoned</p> <p>Staff to ensure all objects that could cause potential harm are out of reach e.g. knives, compasses, scissors</p>		X	

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Control Measures	Risk level with controls in place		
<b>Dropping to the ground</b>	Pupils and staff			<b>X</b>	<p>Pupil X will be encouraged to stand and continue walking; through staff demonstrating positive encouragement and use of a motivational resource e.g. favourite toy, object, token</p> <p>Staff will remind pupil where they are going through verbal communication and symbols</p> <p>One or two members of staff (with access to walkie talkie or mobile phone) will stay with pupil (if outside the school building).</p> <p>Class Teacher to ensure staff are supported through motivational resources being provided to promote Pupil X's positive engagement</p> <p>Member of Senior Management Team will be called to attend and support</p> <p>If Pupil X moves forward their positive engagement will be praised and commended</p> <p>Parent / Carer will be informed regarding any difficulty with transition to ensure a consistency of approach</p> <p>If corridor is blocked by Pupil X lying on the floor an alternative route will be identified for other pupils to use</p>		<b>X</b>	
<b>Wandering / running away from the group (out with the school building and grounds)</b>	Pupils and staff			<b>X</b>	<p>Pupil X will be assigned to a particular member of staff</p> <p>Pupil X and staff member will be very clear about itinerary of outing and the format will be adhered to.</p> <p>A schedule of photos will be used to outline the structure of the outing</p> <p>Pupil X to wear hi-vis jacket</p> <p>Pupil X to wear bag with rein when out in the local community</p> <p>Staff to carry mobile phone</p> <p>Risk assessment folder with contact details of Parent/ Carer is the responsibility of the Party Leader</p> <p>Location of trips will be carefully selected to promote pupil engagement and safety</p> <p>Number of pupils on trip will be carefully selected to promote pupil engagement and safety</p> <p>Two staff members will follow Pupil at a safe distance</p> <p>Staff to encourage Pupil to re-join the group.</p> <p>Other pupils will be led safely back to the minibus and the school will be phoned</p> <p>Staff will use mobile phones to share their location where the bus will be taken to collect Pupil X and staff</p> <p>Staff to try and encourage Pupil to remain in a safe area e.g. away from busy roads</p> <p>Staff to monitor any imposing danger e.g. traffic and keep pupil safe from harm</p> <p>Staff phone Police if Pupil X's location is unknown and inform Parent of the incident and action taken</p> <p>Staff also keep Head Teacher informed of any incident and measures taken</p>		<b>X</b>	

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Control Measures	Risk level with controls in place		
					<p>If location of pupil is unknown staff member follows the route the pupil may have taken home. Staff member alerts Head Teacher if pupil is seen and approaches the pupil where it is felt safe to do so ie the approach will not encourage the pupil to run off or behave in a way likely to cause harm. Head Teacher alerts Police and Parent/ Carer</p> <p>If location of pupil is unknown Head Teacher advises Social Work of the situation if the child is LAC or on the CP Register, open to SW, or a child whose location is being kept secret</p> <p>If location of pupil is unknown inform QIO, Head of Service and Corp Comms on the situation. Once pupil is found inform: Police, Parents/ Carers, Social Work, QIO and Head of Service</p> <p>School procedures for recording the incident will be followed</p>			
<b>Spitting</b>	Pupils and staff			<b>X</b>	<p>Pupil will be told clearly to stop spitting – symbols / signing can be used to reinforce the message. The response of pupil will be monitored closely. If negative response Staff will try and divert Pupil's attention to something else</p> <p>Minimal response will be shown to the spitting</p> <p>Other pupils will be encouraged to move away from Pupil</p> <p>Praise will be given for positive actions that Pupil displays</p> <p>Staff member will focus on reassuring Pupil X and helping them regulate their heightened arousal</p> <p>School procedures for recording the incident will be followed and Parent / Carer will be phoned to report the incident</p>		<b>X</b>	
<b>Self-harming behaviours e.g. hitting own head, biting own hand (Sensory-related)</b>	Pupil			<b>X</b>	<p>Staff member will do everything possible to prevent Pupil X hurting themselves through use of cushions, bean bags, blankets, reassurance</p> <p>Staff to time and record the incidents for the purpose of identifying patterns</p> <p>One or two staff members to support Pupil X and all other pupils will be encouraged to move to an alternative location</p> <p>Class teacher to monitor the situation and offer motivational objects to help Pupil X self-regulate their heightened arousal</p> <p>Pupil X will be reassured throughout the episode</p> <p>Staff to monitor pupil reactions very carefully to ensure staff support is de-escalating the situation</p> <p>Member of Senior Management Team to be called to attend and support</p> <p>A CALM Physical Intervention technique to be identified (if appropriate) on this Behaviour Support Plan &amp; Risk Assessment to be implemented by CALM trained staff</p> <p>School procedures for recording the incident will be followed and Parent / Carer will be phoned to report the incident</p> <p>Ensure any first aid is administered- this may only be possible when the pupil is calmer</p>		<b>X</b>	

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Control Measures	Risk level with controls in place		
<b>Self-harming behaviours</b>	Pupil			<b>X</b>	Contact first aider if required Staff ensure a stance of no judgement and empathy Offer support to Pupil X by suggesting they meet with the school nurse Offer support from Pupil Support Worker Suggest that support is sought from the GP Ensure Child Protection Procedures are followed Identify a key-person to offer support for Pupil X Ensure objects that can cause potential harm are out of reach Work with Parents to ensure no harmful objects are brought into school School procedures for recording the incident will be followed and Parent / Carer will be phoned to report any self-harming behaviours		<b>X</b>	
<b>Putting objects in mouth</b>	Pupil			<b>X</b>	Staff to remain vigilant to Pupil X's actions Staff to check environment to minimise the risk of Pupil X putting harmful objects in their mouth Staff to monitor environment and how Pupil X is interacting with the environment If Pupil X puts object in mouth Staff will approach calmly and ask Pupil X to spit the object out-offering a hand or bag for the item If Pupil X is choking staff follow first aid procedures to try and dislodge object In the event object becomes lodged- phone an ambulance and the Parent		<b>X</b>	
<b>Verbal assault</b>	Pupil and staff			<b>X</b>	Staff member to show no reaction to inappropriate communication Staff will try and use diversion tactics to try and get Pupil X to focus on something different Staff member to maintain using positive language with Pupil X to attempt a shift of focus for Pupil X Staff member ensure any instructions given are clear and concise and non-confrontational Staff member to encourage all other pupils to make no comment and move to an alternative location		<b>X</b>	
<b>Assault with object</b>	Pupil and staff			<b>X</b>	Pupil will be told clearly to put the object down – symbols / signing can be used to reinforce the message. Staff member to show no reaction to negative behaviour Staff member will remove all other pupils from the setting Contact Member of Senior Management Team for support A CALM Physical Intervention technique to be identified (if appropriate) on this Behaviour Support Plan & Risk Assessment to be implemented by CALM trained staff Staff member will try and encourage Pupil X to put down or hand over object Staff member to try and remove any other potential objects that could also be lifted and used by the pupil Staff ensure minimal language when communicating with the Pupil X		<b>X</b>	

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Control Measures	Risk level with controls in place		
					<p>Staff ensure instructions are clear and concise and without judgement or confrontation</p> <p>School procedures for recording the incident will be followed and Parent / Carer will be phoned to report the incident</p>			
<b>Assault with weapon</b>	Pupils and staff			<b>X</b>	<p>Where a pupil is suspected of having a weapon, consider what actions can safely be taken to isolate the pupil. Where it is felt safe to do so, the pupil can be asked to go with staff to the HT's office or another suitable room closer to where the pupil is. The pupil should be accompanied by two adults</p> <p>Where it is not felt safe to move the pupil or the pupil refuses to move, other pupils and staff should remove themselves quietly and without fuss to another location. Once the pupil has been isolated, they must not be left alone. Two adults should remain with the pupil.</p> <p>Staff should not attempt to disarm a pupil armed with a weapon.</p> <p>The pupil should be isolated, other pupils, staff and members of the public moved away from the area and Police Scotland called.</p> <p>Where a search is going to be carried out, staff can only do this with the pupil's consent.</p> <p>The physical searching of a pupil can only be carried out by Police Scotland.</p> <p>Where consent to search is given by the pupil, the Head Teacher or nominee can undertake searches of the pupil's belongings. Another adult must be present for safety and corroboration.</p> <p>Where the pupil does not consent to a search, await Police Scotland's arrival.</p> <p>Parents will be informed of searches, in line with advice received from Police Scotland.</p> <p>Any weapon found in a pupil's possession will be confiscated and held securely for action by Police Scotland.</p> <p>The Head of Service, QIO and the Child Protection Officer must be informed of all knife or weapon related incidents and allegations.</p> <p>The Child Protection Officer will advise Corporate Communications of the incident</p> <p>School procedures for recording the incident will be followed</p> <p>First aid will be provided if required</p>		<b>X</b>	



**This Behaviour Risk Assessment has been approved by:**

<b>Name:</b>	<b>Position:</b>	<b>Date:</b>

**To be reviewed termly and / or as part of the Child' Plan process or when required.**