

**RISK ASSESSMENT FORM**

Appendix 1

:R TO WORK INSTRUCTIONS WHEN COMPLETING THIS FORM

RISK ASSESSMENT REFERENCE NUMBER: INC/PPRUDB

VERSION: May 2019

<p><b>RESOURCE: Education</b>  <b>SERVICE: All</b>  <b>SITE: Biggar Primary</b></p>	<p><b>TASK : Promoting Positive Relationships and Understanding Distressed Behaviours</b>  <b>Date of Assessment : 14.8.19</b></p> <p><b><u>PERSONS AFFECTED</u></b>  <b>Contractor Visitor Young Person Public Employee Service User</b></p>			
<p align="center"><b>DESCRIPTION OF TASK OR PROCESS</b></p>	<p align="center"><b>SPECIFIC HAZARD</b></p>	<p align="center"><b>Risk Value (1 - 9)</b></p>	<p align="center"><b>POSSIBLE CONTROL MEASURES</b></p>	<p align="center"><b>Residual Risk Value (1 – 9)</b></p>
<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p>1. <b>Classroom activities</b></p>	<p><b>A. Physical harm to</b>  a. Self  b. Peers  c. Staff</p> <p><b>B. Emotional harm to</b>  a. Self  b. Peers  c. Staff</p> <p><b>C. Verbal incidents</b></p>	<p align="center"><b>9</b></p>	<p><b>School Controls</b>  Assessment of needs, including information regarding the background and any underlying conditions.  Identification of underlying reasons for behaviours and potential triggers.</p> <p>Consider the environmental triggers and interventions:</p> <ul style="list-style-type: none"> <li>• Reduced levels of noise and visual stimuli</li> <li>• Predictable rules and routines in place</li> <li>• Adapted/differentiated curriculum/learning and teaching approaches</li> <li>• Use of a quiet place/sensory room/ quiet room</li> </ul> <p>Early Intervention strategies:</p> <ul style="list-style-type: none"> <li>• Ensure all staff are aware of the need to promote positive relationships</li> <li>• Implement all appropriate supports in line with a staged intervention approach</li> </ul>	<p align="center"><b>3</b></p>

		<p>Consider the use of the following interventions:</p> <ul style="list-style-type: none"> <li>• Reward system/buddies/Circle of Friends</li> <li>• Advice/Guidance/Support from other agencies</li> <li>• In-school communication system</li> <li>• Parental support</li> <li>• Individualised timetable/curriculum</li> <li>• Base support (supportive/smaller group to work with staff)</li> <li>• Protective equipment for staff e.g. arm protectors</li> <li>• One to One working with learners / Reduced adult : child ratios</li> </ul> <p>De-escalation techniques:</p> <ul style="list-style-type: none"> <li>• Distraction techniques used in the classroom</li> <li>• Removal of other children</li> <li>• Red card warning system / time out cards</li> </ul> <p>Approaches following an incident:</p> <ul style="list-style-type: none"> <li>• Solution oriented approaches</li> <li>• Restorative interventions</li> <li>• Consequences/sanctions as appropriate to school and individual</li> <li>• Referral to SMT</li> <li>• Further assessment and staged intervention</li> <li>• Prepare Wellbeing Assessment</li> <li>• Exclusion, where appropriate (see OP A8 for further guidance)</li> </ul> <p>Recording Assessment and Planning Tools:</p> <ul style="list-style-type: none"> <li>• Wellbeing assessment</li> <li>• Behavioural/welfare referrals</li> <li>• Welfare concern reports</li> <li>• Behaviour records</li> <li>• Behavioural assessment and support plan</li> <li>• Distressed behaviour tracking and monitoring sheets</li> <li>• Staff and child/young person de-briefing records</li> <li>• Violent incident reporting – refer to Operating Procedure A30</li> </ul> <p>Staff Training, Awareness Raising and Support:</p> <ul style="list-style-type: none"> <li>• See Promoting Positive Relationships and Understanding Behaviour information pack</li> <li>• Refer to Promoting Positive Relationships and Understanding Behaviour training matrix to ensure that all relevant training opportunities are in place</li> <li>• Promoting positive relationships approach</li> <li>• Awareness of specific conditions and Additional Support Needs</li> </ul>	
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<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p><b>2. Movement around the school, including entering and leaving the building</b></p>	<p>A. Physical harm to a. Self b. Others c. Property</p> <p>B. Emotional harm to a. Self b. Others c. Property</p> <p>C. Verbal incidents</p> <p>D. Absconding</p>	<p><b>9</b></p>	<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Consider appropriate levels of supervision when moving around the campus</p> <p>Refer to “Pupil flight risk” risk assessment</p>	<p><b>3</b></p>
<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p><b>3. Breaks and lunchtimes</b> a. Dining hall b. Playground</p>	<p>A. Physical harm to a. Self b. Others c. Property</p> <p>B. Emotional harm to a. Self b. Others c. Property</p> <p>C. Verbal incidents</p> <p>D. Absconding</p>		<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p><b>Consider appropriate levels of supervision when in the dining hall and playground</b></p> <p>Consider triggers and reasons for behaviour in deciding reasonable adjustments, including suitable arrangements for dining and breaks. (Be aware of the necessity to put reasonable adjustments in place in light of the Equality Act 2010.)</p> <p>Refer to “Playground Supervision” risk assessment</p> <p>It may be necessary to consider alternative venues/times for dining and breaks</p> <p>Plan to reintroduce to shared venues and times as part of a supported transition</p> <p>Refer to “Pupil flight risk” risk assessment</p>	

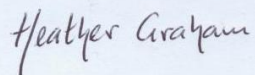
<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p><b>4. Transport to and from school by bus/taxi</b></p>	<p>A. Physical harm to a. Self b. Others c. Property</p> <p>B. Emotional harm to a. Self b. Others c. Property</p> <p>C. Verbal incidents</p> <p>D. Absconding</p>	<p><b>9</b></p>	<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Compliance with Passenger Assistance on Vehicles guidance within the Occupational Health and Safety Management System Consider controls, including appropriate seating e.g. close proximity to or distance from the escort Clear and consistent rules and routines in place for accessing and leaving transport e.g. The pupil is not allowed to leave the bus without direct instructions from a member of staff. Distraction techniques during journey Ensure that seatbelt is worn at all times to discourage pupil getting out of seat during journey Share relevant and appropriate information with transport provider, in line with GDPR guidelines</p> <p>Refer to “Pupil flight risk” risk assessment</p>	<p><b>3</b></p>
<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p><b>5. Transport to and from community activities, e.g. school trips, college placements, etc.</b></p>	<p>A. Physical harm to a. Self b. Others c. Property</p> <p>B. Emotional harm to a. Self b. Others c. Property</p> <p>C. Verbal incidents</p> <p>D. Absconding</p>	<p><b>9</b></p>	<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Refer to appropriate operating procedures and risk assessments for external trips, activities and placements. Compliance with Passenger Assistance on Vehicles guidance within the Occupational Health and Safety Management System. Consider controls, including appropriate seating e.g. close proximity to or distance from the escort.</p> <p>Clear and consistent rules and routines in place for accessing and leaving transport e.g. The pupil is not allowed to leave the bus without direct instructions from a member of staff. Distraction methods during journey. Ensure that seatbelt is worn at all times to discourage pupil getting out of seat during journey. Share relevant and appropriate information with transport provider, in line with GDPR guidelines</p> <p>Consider appropriate levels of supervision for out of school activities.</p> <p>Refer to “Pupil flight risk” risk assessment</p>	<p><b>3</b></p>

<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p><b>6. Teaching and Learning in the Community, e.g. School Trips, college placements etc.</b></p>	<p>A. Physical harm to a. Self b. Others c. Property</p> <p>B. Emotional harm to a. Self b. Others c. Property</p> <p>C. Verbal incidents</p> <p>D. Absconding</p>	<p><b>9</b></p>	<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Refer to appropriate operating procedures and risk assessments for external trips, activities and placements.</p> <p>Consider triggers and reasons for behaviour in deciding reasonable adjustments, including suitable arrangements for this trip. (Be aware of the necessity to put reasonable adjustments in place in light of the Equality Act 2010.)</p> <p>Refer to “Pupil flight risk” risk assessment</p>	<p><b>3</b></p>
<p><b>Dynamic Risk Assessment Log</b></p> <p><i>In exceptional circumstances a Risk Assessment may need to be changed to accommodate fast changing circumstances - this section should be used to record these changes.</i></p>	<p>Risk found and date</p> <p>A. Physical harm to d. Self e. Others f. Property</p> <p>B. Emotional harm to d. Self e. Others f. Property</p> <p>C. Verbal incidents</p> <p>D. Damage to school property</p>	<p><b>9</b></p>		

**IF IN DOUBT ABOUT THIS RISK ASSESSMENT ASK THE HEALTH AND SAFETY SECTION**

**Name of Assessor:**  
Heather Graham

**Signature of Assessor:**

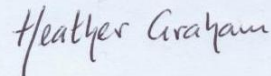


**Designation: Head Teacher**

**Assessment Date:**  
Aug 19

**Name of Responsible Manager :**  
Heather Graham

**Signature of Responsible Manager:**



**Designation: Headteacher**

**Authorisation Date: August 19**

**Name of Reviewer: Rosemary McStay**

**Signature of Reviewer:**



**Designation: Support Services Coordinator**

**Review Date: August 2021**