

Waterfield Primary School Risk Assessment and Behaviour Support Plan

Name:	Class/teacher
Age:	Date of completion

Behaviour causing concern (describe what the behaviour looks/sounds like)	
Severity	Frequency:
Preferred handling strategies: (describe the preferred holds: standing, sitting, ground, numbers of staff, which staff – Team Teach trained staff)	
Medical conditions/emotional barriers that should be taken into account before physical interventions:	
Trigger behaviours: Behaviours which may lead to handling and or risk: (describe behaviours/situations which are known to have led to handling. When is such behaviour likely to occur?)	
<i>Preferred supportive and intervention strategies Describe strategies that where possible, should be attempted before positive handling techniques should be used. Tick box for those which to be used and give brief details; language used.</i>	
1) Verbal advice and support <input type="checkbox"/>	2) Distraction <input type="checkbox"/>
3) Cool down/safe zone <input type="checkbox"/>	4) Option to change setting (spend time with other teacher/class; state which) <input type="checkbox"/>
5) Contingent touch <input type="checkbox"/>	6) Sanctions hierarchy; choices/limits <input type="checkbox"/>
7) Humour <input type="checkbox"/>	8) Success reminder/immediate reward/praise <input type="checkbox"/>
9) Negotiation <input type="checkbox"/>	10) Calm talking/ reassurance <input type="checkbox"/>
After care/debriefing process (what, when and who does this entail?)	
Date for review (at least once every ½ term)	

Completed by (print and sign name) _____

Parent's signature _____

Supported by (include staff being used for support/ADH and /or AST; printed names and signatures)

Behaviour Incident Record

Date	Trigger	Preventative strategies used (code no.)	Nature of Incident/behaviour; any injuries occurred and outcome	Handling support given + by whom	Signatures

Incidents should be noted if you feel a formal record of the behaviour/incident; or example if a child is at risk of/has been injured by punching, hitting or kicking. Verbal outbursts may also be noted as can persistent disruptive behaviour to support behaviour management. Try not to be subjective, make the statement evidence based.

Guidance for using Risk assessment

This risk assessment and positive handling support should be completed when:

- a behaviour incident has occurred for the first time, which has/may have resulted in injury to self or others
- as a preventative measure if a child is at risk of possible injury to self/others and/or may need positive handling

Frequency

the behaviour happens:

- 5 = Constantly/several times a day
- 4 = on several occasions over a week
- 3 = on several occasions over a month
- 2 = on several occasions over a year
- 1 = as a one off event or possible behaviour which has not yet happened

Severity (possible/likely)

- 5 = fatality/hospitalised injury
- 4 = serious injury which may lead to hospitalisation
- 3 = injury requiring first aid
- 2 = minor injury such as bruising
- 1 = unacceptable behaviour no injury

C = communicate

A = awareness

L = look and listen

M = make safe

Once completed by the class teacher, these forms should be copied 3 times.

- the original should be placed within appropriate section the file marked 'Behaviour Support Plans and Risk Assessment', kept in the office
- the second should be displayed on the back of a cupboard door, away from the children's view but a known place for teachers/staff
- the third should be placed within the class teachers special needs file.