LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS

RISK ASSESSMENT

The purpose of this Risk Assessment is to ensure that our staff team and the staff at the Alternative Provisions that we may commission for this young person are properly prepared to meet any challenges that he or she may present. We want to know about the challenges you have faced in school and your view on how these can best be managed.

IMPORTANT FOR SCHOOL: If you are commissioning Alternative Provision directly from school to Provider you must complete this form and send **one copy to each provider you use** and one to the Partnership.

IMPORTANT FOR PROVIDERS: You should note any additional control measures you introduce in Column I. It is essential that you inform the commissioning partnership of any serious incidents of challenging or dangerous behaviour by an individual as soon as possible after the event.



*Insert a picture of the pupil above unless sending by email*

*How to fill in this form: Click into the box and type or select form the drop down list. The space will expand to contain your text. Click on a check box – click again if you need to uncheck it.*

SECTION ONE: Basic Details

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Establishment | Click or tap here to enter text. | | | | Name of person completing RA | Click or tap here to enter text. | | | | | Date of completion | Click or tap here to enter text. |
| Name of young person | Use initals only if sending by email | | | | D.o.b | Click or tap here to enter text. | Year Group | | | Enter a number | Review date | Click or tap to enter a date. |
| Add any additional information not included in the Referral Form | Click or tap here to enter text. | | | | | | | | | | | |
| Please tick below as appropriate | | | | | | | | | | | | |
| EHCP Applied for |  | EHCP in place |  | Signed Referral form passed to Partnership | | | |  |  | | | |

SECTION TWO: Problematic Behaviours, likely risks and the measures you are currently taking to manage these risks; ***NB Only complete rows where you have checked the behaviour in Column A***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | The full list is at the end of the form |  | Initial Risk Rating  Score 0-4 see the table at the end of the form | | |  |  |
| A | B | C | D | E | F | G | H | I |
| Behaviour  **In this column click on the check box for any behaviours that apply** | Details  Add any additional details that you want to about the behaviour that you have checked in Column A | What are the triggers for this behaviour  Select up to three triggers for each behaviour that you have checked. You can add text if you need to | When and where might this behaviour be seen and who might be harmed and how? | How severe is the hazard? | What is the likelihood of this occuring | Risk Rating ExF | Current control measures to be completed by referring school  Please complete this section if G is 4 or more, | Additional control measures to be completed by Provider or Partnership team |
| Disruption | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Defiance to staff | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Vandalism | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Bullying | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Aggressive behaviour – lashing out | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Aggressive behaviour – assault on others | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Absconding | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Verbal threats | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Verbal abuse | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Racism, sexism and discrimination | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Radicalisation, Extreemism | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Impulsive behaviour | Click or tap here to enter text. | Choose an item.  S&P Medical Needs  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Self harm | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Inappropriate sexual behaviour | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Medically related behaviour | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Arson | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| IT malpractice | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Criminal activity or intent | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Lying | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |
| Other | Click or tap here to enter text. | Choose an item.  Choose an item.  Choose an item.  Click or tap here to enter text. | Click or tap here to enter text. | Enter a number between 0-4. | Enter a number between 0-4. | Enter the result of E x F | Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Travelling to and from school or alternative setting | Are any of the behaviours that you have given a score of 4 or more in column G likely to be a cause for concern when the student is travelling to or from school or an alternative setting? | If you have put in place any control measures for the students’ school journeys please enter them in the next cell. | Click or tap here to enter text. | Click or tap here to enter text. |

*Save the document giving it a new name. We suggest* *School.Child’s initials.date*  eg Rawlins.GB.06.06.18.

*Return via email to your Partnership Co-ordinator*

*The next two pages contain further guidance*

SECTION 3: List of Triggers to use in Column C

|  |  |
| --- | --- |
| COGNITION AND LEARNING | |
| Learning Difficulties limiting capacity to access work tasks (please give basic information ie Reading age, spelling age, area of difficulty) | |
| SENSORY AND/OR PHYSICAL NEEDS | |
| Drugs or alcohol | Loud noises, shouting |
| Mood changes | Excessive visual stimulation |
| Medical needs | Sensory Impairment (please give brief details) |
| Other |  |
| COMMUNICATION AND INTERACTION | |
| Unsettled by group Activities | Pace |
| Rules/instructions | Authority |
| Change in routine | Lack of personal space |
| Other |  |
| SOCIAL, EMOTIONAL AND MENTAL HEALTH | |
| Peer dynamics | Family, carer, home issues |
| Poor conflict management skills | External issues, police, court, social |
| Sensitivity to Racism | Social media |
| Sensitivity to sexism | Low self esteem |
| Specific member(s) of staff | A need to control others |
| Specific students | Attachment Issues |
| Bereavement issues | Lack of structure |
| Specific times of the day or week | Specific mental health issues |
| Pressure of work, deadlines, etc | Preoccupation with unresolved issues |
| Other |  |

SECTION 4: Guidance for completing Columns F, G and H

|  |  |  |  |
| --- | --- | --- | --- |
| COLUMN E How severe is the hazard | | COLUMN F What is the likelihood of this occurring | |
| Description | Score |  | Score |
| Impacts on the progress and behaviour of self and others | 1 | Occasional occurrence – at least once per half term | 1 |
| Disrupts the progress of others and self and leads to escalation of poor behaviour and stress for all concerned | 2 | Occurs sufficiently frequently to be judged as a characteristic / behaviour trait of the young person – perhaps weekly. | 2 |
| Likely to result in harm, injury or damage to self, others and to property | 3 | Regular occurrence – more than once a week | 3 |
| Risk of serious physical or mental harm to others and / or self | 4 | Frequent occurrence – at least once a day | 4 |