Specific Risk Assessment
For
Managing Violent and Aggressive Behaviours in Schools
Specific Risk Assessment for Managing Violent and Aggressive Behaviours in Schools

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Introduction
The Risk Assessment for Managing Violent & Aggressive Behaviours has been developed for use in schools to improve the safety of staff through a consistent approach to the assessment and management of risks associated with children who are involved in violent, aggressive or abusive incidents against employees or other persons.

Aberdeen City Council staff should expect to be treated with respect, free from bullying harassment and aggression. The Council will not tolerate its employees being abused, threatened or assaulted in circumstances arising out of the course of their employment and has a clear commitment to put in place procedures to minimise the likelihood of this occurring.

Key Objectives
- To ensure that risk assessments are conducted and reviewed regularly and actions to reduce the risks are identified and carried out.
- To reduce the risk of potential or actual injury to staff and visitors
- To ensure staff training needs in the prevention and management of violent and aggressive behaviour are identified and implemented, as appropriate to individual roles and responsibilities

Management Responsibilities
- Ensure staff work in an environment that is as safe as possible by ensuring links between relevant policies and management of violence at work
- Carry out risk assessments and reduce the risks identified
- Design and implement training plans that meet staff needs
- Implement training in accordance with identified priorities, tailored to the level of risk posed to staff
- Ensure accurate records are kept of incidents and shared in line with the Council’s Incident Reporting Procedures
- Ensure appropriate support for staff in line with the circumstances of the incident
- Comply with the Council’s Incident Reporting and Risk Assessment Policies and Procedures

Employee Responsibilities
- Identify the triggers to violence and try to minimise the impact of these
- Identify own high risk situations and agree action plans with management
- Undertake identified training and maintain proficiency
- Endeavour to minimise the potential for violence and aggression by means of a proactive approach.
- Highlight to management any environmental, social or physical issues that may increase the risk of violence (e.g. movement around school, problems in social areas, CCTV ‘blind spots’ etc)
- Communicate problems as soon as they become evident. If you can identify issues that trigger confrontations between pupils and staff, then tell management as soon as possible
- Comply with the Council’s Incident Reporting and Risk Assessment Policies and Procedures
Assessing and Managing Foreseeable Risks
Senior management will need to consider various factors in order to determine if a specific risk assessment is required:

- Whether the incident reported is serious enough to require a risk assessment
- The extent of risk after reviewing existing information on the reported incident
- The outcome of consultation with the individuals affected. Initially, this could be an informal process of one-to-one or small group discussions to consider people’s fears, the perceived causes, any identified triggers for the conflict and possible remedial actions
- The outcome of consultation with pupil, parent or guardian and others closely involved
- The outcome of consultations with employees most affected to ensure that the intended control measures are workable and likely to be adopted

All information recorded in the specific risk assessment document must be treated with the strictest confidence. Beyond the people most directly affected. Information should only be shared on a 'need to know' basis.

Completing the Risk Assessment Form (page 11)

Column 1
Identify the hazard and what harm might result as a consequence. Please make use of the ‘Frequency Potential/ Potential Triggers/ Resulting Behaviours’ sheet (page10). This should enable you to specify reasonable control measures in columns 3 and 4

Column 2
Identify who and how many may be at risk. This may include pupils in the class, support and teaching staff, visitors and, of course, the violent/aggressive/abusive pupil

Column 3
Identify the preventative and protective measures the school already has in place. Please use (and add to) List A, and possibly B, (pages 7-9).

Risk Rating Section
See risk scoring and rating tables (pages 5-6), and associated advice on what to do for risks assessed as ‘Low’, ‘Medium’ or ‘High’.

Column 4
Identify what further proportionate control measures, if any, are needed to reduce the risk. These should be realistic, but must reflect the level of risk and be designed to reduce this risk to acceptable levels i.e. a pupil assessed as having a HIGH level of risk cannot be readmitted until suitable resources are in place. Please use (and add to) List B, and possibly A, (pages 7-9).
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### RISK RATING

#### Risk scoring and rating table

**Severity (S)**

*This is the degree of harm that may be caused*

<table>
<thead>
<tr>
<th>Severity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NIL</td>
<td>No harm.</td>
</tr>
<tr>
<td>2. LOW</td>
<td>Low to minor harm or upset.</td>
</tr>
<tr>
<td>3. MEDIUM</td>
<td>Harm or upset capable of keeping person off work for more than 3 days (reportable incident).</td>
</tr>
<tr>
<td>4. MAJOR</td>
<td>Major, long term, reportable harm.</td>
</tr>
<tr>
<td>5. HIGH</td>
<td>Death</td>
</tr>
</tbody>
</table>

**Likelihood (L)**

*This is the likelihood that an event will occur*

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HIGHLY UNLIKELY</td>
<td>Only under a very rare combination of circumstances /conditions could there be any likelihood of an incident.</td>
</tr>
<tr>
<td>2. UNLIKELY</td>
<td>Possible occurrence if other factors were present the incident might occur but the probability of this is low.</td>
</tr>
<tr>
<td>3. LIKELY</td>
<td>The incident may happen.</td>
</tr>
<tr>
<td>4. HIGHLY LIKELY</td>
<td>If the prevailing circumstances continue it is probable an incident will occur.</td>
</tr>
<tr>
<td>5. NEAR CERTAIN</td>
<td>If the work continues as it is, there is almost a 100% certainty an incident will happen.</td>
</tr>
</tbody>
</table>

**SEVERITY (S) x LIKELIEHOOD (L) = RISK RATING (RR)**
The risk rating based on existing situation **including control measures** present at the time of assessment can be evaluated as follows:

<table>
<thead>
<tr>
<th>Likelihood of harm (L)</th>
<th>Potential Severity of Harm (S)</th>
<th>(S) x (L) = Risk Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

- **1 – 4**: Low
  - Review on change of process or if circumstances change. Any small and/or easy methods to improve should be made to ensure continuous improvement of risk management.

- **5 – 10**: Medium
  - Examine the risks associated with the pupil; decide timescales for completion of all agreed actions and record on action plan. Provide additional monitoring of agreed controls until they are fully implemented. Closely monitor effectiveness of new controls put in place.

- **12 – 25**: Unacceptable
  - Inform the Education Officer immediately of the result of the risk assessment. Until effective interim controls are agreed and implemented, and an action plan to permanently reduce the risk to an acceptable level has been agreed do not recommence e.g. A pupil cannot be readmitted until suitable resources are in place.
List A (Please use and add to as appropriate)

What are the Preventative, Protective and Supportive measures already in place?

- Action plan - regular review
- Additional Pupil Support Assistant
- Anger Management sessions
- Attendance procedures
- Behaviour Support
- Brain gym
- Class room assistant
- Class teacher
- Consultation with educational psychologist
- Consultation with outside support agencies
- Counselling programme
- Depute Head Teacher Monitoring
- Emergency Line (if required for an emergency)
- Exclusion meetings
- Extraction from class
- First aid provisions
- Focus groups
- Formal Warnings
- Home link
- Individual educational programme
- Informal warnings
- Internal exclusion
- Involvement of Principal Teacher
- JAT referral
- Multi-agency – Nurse / School based Police Officer
- Multi-agency – Youth Worker/ Social Worker
- Observation by Educational Psychologist
- Offer school counsellor meeting
- One to One counselling from Personal Support Teacher
- Out school learning
- Parent support project involvement
- Positive behaviour management policy
- Progress Monitoring- Personal Support Teacher
- Progress Monitoring- Principal Teacher Guidance- Amber
- PTG, PST or DHT removal if necessary
- Pupil advice & counselling from Principal Teacher Guidance
List A (continued)

- Pupil advice from Personal Support Teacher
- Pupil support base
- Pupil support plan
- Relaxing therapy
- Remain in supervised areas at all times e.g. dining hall
- Removal from class
- removal from school
- Reporter to children’s panel
- Safe environment
- School multi-agency personnel
- School psychologist
- School Socialisation program
- Selected one to one support in classroom
- Selectively escorted between classes
- SFL referral
- Small group teaching
- Social work support
- Special emergency evacuation arrangements
- Staff training
- Teacher, classroom management
- Temporary Exclusion Policy
- Temporary removal / isolation in another classroom - under supervision
- Time out
- Use of PSA, close supervision
- Use of school behaviour management policy
List B (Please use and add to as appropriate)

What further action, if any, needs to be taken to reduce risk?

- Additional staff, support and training
- Admission to Craigielea
- Cordyce
- Escorted and supported by same gender
- Focus groups
- Full consultation- Educational Psychologist
- Further temporary exclusion
- Met and escorted off premises
- Multi-disciplinary- external
- Multi-disciplinary- internal
- Part-time timetable- Education Officer
- Referral to child & Family Psychiatry Dept.
- Referral to SEBD admissions panel
- Referral to St Nicholas (LAC)
- Removal from register
- St Nicholas (2nd start)
- Total one to one support classroom
- Totally escorted between classes
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It is good practice to inform parents / guardians. The information collected on the form is recorded manually and on computer, stored securely and processed for the purposes of recording the assessment of risk from challenging behaviour and appropriate control measures. Aberdeen City Council (ACC) will process your information fairly and lawfully and in accordance with the principles of the Data Protection Act 1998. The information recorded on this form will be shared internally within ACC and may be disclosed to external organisations such as, Grampian Police and other government agencies, as ACC considers appropriate or necessary. For the purposes of processing your personal information, ACC is the Data Controller, represented by the City Solicitor. You have a right to obtain details of the personal information which ACC holds about you. Such a request should be made in writing to Headteacher of the school / Service Manager Schools and Children’s Services … address.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Potential (please tick)</th>
<th>Who may be affected by the risks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occasionally</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Erratically</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constantly</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Potential triggers

- **A)** Frustration
- **B)** Provocation
- **C)** Personality clash
- **D)** Stress
- **E)** Lack of medication
- **F)** Lack of food / water
- **G)** Allergic reaction
- **H)** Incontinence
- **I)** Tiredness
- **J)** Sexual awareness
- **K)** Relevant pre existing medical conditions
- **L)** Change to routine
- **M)** Prejudice
- **N)** Substance Abuse
- **O)** Domestic
- **P)** Perceived criticism
- **Q)** Perceived injustice
- **R)** Attention needing / seeking
- **S)** Challenge from authority
- **T)** Change of adult personnel
- **U)** Other:

Resulting Behaviours (please tick)

- **1)** Involuntary movement
- **2)** Anxiety
- **3)** Threatening
- **4)** Verbal abuse
- **5)** Shouting / screaming
- **6)** Tantrum
- **7)** Spitting
- **8)** Scratching
- **9)** Biting
- **10)** Punching
- **11)** Kicking
- **12)** Head butting
- **13)** Throwing objects
- **14)** Carrying weapons
- **15)** Improvising weapons
- **16)** External allies
- **17)** Bullying
- **18)** Running away
- **19)** Climbing into danger
- **20)** Arson
- **21)** Sexualised behaviour
- **22)** Self harm
- **23)** Vandalism
- **24)** Volatility
- **25)** False allegation
- **26)** Damage to property
- **27)** Refusing to obey instructions
- **28)** Other:
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Key: S = Severity  L = Likelihood  R = Remaining risk rating

| What has the potential to cause harm (hazards) and what harm might result. (group hazards in one row if similar controls apply, insert hazard number/s) | Who and how many people might be at risk | What are the preventative and protective measures already in place: | S | L | R | What further action, if any, needs to be taken to reduce risk | By whom and by what date |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

Participation in Risk Assessment:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Member(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/ Guardian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside agencies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>