

Guidance for Essex County Council Schools

**“Managing the risks for young people who present with foreseeable
challenging behaviour”**

July 2011

Introduction

The following template guidance on risk assessment and foreseeable challenging behaviour is endorsed by Essex County Council, and has been compiled in consultation with PRICE - Physical Intervention & Behaviour Management and Support trainers. This should be read in conjunction with the following: Guidance on the use of Physical Intervention, including other physical contact in all Education Establishments in Essex Local Authority: May 2011; Page 7 – Physical Interventions - The use of controlled force or restraint: Risk Assessments (Appendix A).

This guidance is intended to complement any other existing procedures that schools may have with respect to Behaviour Management, and acts to support all Essex schools.

Template examples for assessing and managing foreseeable risks for children who present with challenging behaviours

Name of Child/Young Person

Class

Year Group.....

Name of Teacher

School

GUIDANCE RISK ASSESSMENT FORM

Child or young person's Name:
Class:
Reason for Assessment:
Assessment Date:

Hazard (Potential to cause harm)	Person/Group Affected	Likely Consequence	Level of risk	Strategies (to reduce risk)	Likely frequency

Assessment completed by:

Signature:

Date:

Example GUIDANCE RISK ASSESSMENT FORM

Child or young person's Name:	Class:
Reason for Assessment: Concern over potential harm to self and others	Assessment Date:

Hazard (Potential to cause harm)	Person/Group Affected	Likely Consequence	Level of risk	Strategies (to reduce risk)	Likely frequency
Kicking Hitting	Anyone nearby	Bruises	3	<ul style="list-style-type: none"> • Key staff in close supervision • Work on confidence with animals • Work on appropriate ways to express anxiety 	Whenever sees a dog
Running away	Child/themselves	Road-danger River-danger Lost		Hand held by staff trained in Norfolk Steps whenever off-site. Supervision in safe areas by 1 key staff member.	Each time off site

Risk Reduction Options			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions (Primary Prevention) to prevent risk			
Early interventions (Secondary Prevention) to manage risk			
Reactive interventions			

Agreed Behaviour Management Plan & School Risk Management Strategy

Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to child

Date:

Communication of Individual Behaviour Support Plan & School Risk Management Strategy

Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues

Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Individual Behaviour Support Plan & School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Relationship to child

Date:

Risk Assessment

There are a number of medical conditions, which increase the risk of serious injury if some forms of Positive Handling are used. It is therefore essential that medical advice is sought before any intervention is agreed if the child or young person has:

- Epilepsy;
- A history of heart disease or heart problems;
- Difficulty in breathing;
- A history of respiratory illness;
- Problems with digesting food;
- Gastro-intestinal conditions;
- Recent fractures;
- A history of dislocated joints;
- Down's Syndrome.
- Weight Issues

Similarly if there are any concerns about a child or young person's health after physical restraint has been used medical help should be summoned.

While *PRICE Training* aims to reduce risks during physical intervention it recognises that injuries may occur to child or young persons and staff during interventions and this should not be seen as an indication of poor practice.

In the case of emergency interventions staff will make a risk assessment at the time comparing the risks associated with intervention, against the risks of not intervening.

(IBSP) Individual Behaviour Support Plan

Name:	Class:	Date:	Review Date:
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Potential Triggers / Key Times

<i>Photo</i>			
What we want to see			Strategies to maintain
First Signs that things not going well	Strategies to support		
Where this behaviour leads next	Strategies needed		
What we are trying to avoid	Interventions necessary		

Signature of Class Staff Date

Signature of Parent/Carer Date

Example (IBSP) Individual Behaviour Support Plan

Name: PRIMARY CHILD Date:		Class: Review Date:
	Potential Triggers/Key Times <u>Ann has the potential to run away without regard for her safety.</u> <ul style="list-style-type: none"> • Being told she can't have her own way • Testing less familiar staff • If staff physically intervene with her • If she becomes over excited 	
What we want to see Ann calm, attending and being co-operative Ann being quiet so she can listen. Ann smiling, concentrating and engaged in activity. Ann waiting her turn. Ann coping with change Ann making progress with her learning	Strategies to maintain Remind Ann to be quiet as she starts to increase noise level. Expect Ann to walk not run around class Use 'first this then that' with Ann Praise good behaviour-catching Ann 'being good' Ensure she is not always first Avoid her becoming rigid by building in flexibility (not always having bikes out for example) Visual timetable and picture symbols to support staying on task	
First Signs Noise level increases Ann may refuses to co-operate Ann says No, No Ann may jump up and down over excitedly/laugh hysterically	Strategies to support Positive behaviour management strategies-star chart/reward time Remind Ann she needs to be quiet, and that if she can't she will have to sit away from the group until she is quiet. Remind Ann of the next motivating activity and that she needs to complete this first Ignore her at agreed times Remind Ann she needs to calm down and that if she doesn't she will need to sit away from the group until she is calm	

<p>Where it leads</p> <p>Ann running away Ann hitting himself Ann demanding/crying Ann hitting out at others</p>	<p>Strategies needed</p> <p>Don't give Ann opportunity- non key staff hold hands and know where Ann is at ALL times. Practice coming when called. Use hand holding as consequence of running off.</p> <p>Direct Ann to sit away from the group, if she kicks/hits something as she goes direct her to come back and then to go nicely (as many times as it takes-consistency)</p> <p>Remind Ann what she needs to do, or why she is not allowed what she wants then ignore until calm.</p> <p>Direct Ann to sit away from the group (see above)</p>
<p>What we are trying to avoid</p> <p>Ann kicking and hitting with intent Ann pushing people/objects Ann lying on the floor and refusing to move</p>	<p>Interventions necessary</p> <p>Once Ann is isolated give her space to calm down, avoid physically intervening with Ann unless there is immediate serious risk to herself or others</p> <p>Minimise use of verbal communication-key words</p> <p>Ensure she is sat down away from group when agitated or distressed, not given opportunity to run around pushing things/people.</p> <p>Avoid physically intervening but ensure Ann does not achieve through this behaviour (reaching a book she wants for example) Wait her out and then tell her what the consequence will be, to hold staff hands, miss free time, sit on a stool for example</p>

Example (IBSP) Individual Behaviour Support Plan

Name: Secondary Child Date:	Class: Review Date:
	Potential Triggers/Key Times When expectations and routines are unfamiliar and unclear. When he thinks he is in trouble When he has built in rituals and obsessions that escalate When he is allowed to believe inappropriate behaviour is acceptable When asked to make eye contact
What we want to see Andrew cheerful, calm and quiet, able to listen and engage with others Andrew increasing his independence at different times Andrew communicating without becoming aggressive. Andrew making progress with his learning	Strategies to maintain Visual prompts and positive behaviour management strategies-clear short term goals to achieve, use of obsessions to utilise his ability to stay on task Concise and relevant praise issued one time and when relevant Andrew needs clear expectations and structure to allow him to distinguish between 'work' and 'leisure/ free time' Staff need to carry out agreed strategies when Andrew is subject to change in any form Andrew's ability to understand simple instructions is limited when he is angry-reduced language and use of key words.

<p>First Signs Andrew begins to build in rituals, chattering excessively to himself, lining objects into a line and also not be able to focus on task</p>	<p>Strategies to support Verbally (with visual cue) remind Andrew what he should be doing Visual timetable of events during lessons-short achievable tasks with reward time built in lesson/day Do not sit near particular students Agreed time out strategies</p>
<p>Where it leads Andrew becomes obsessive about opening/closing, register, pen lids, to the point he cannot focus and engage in activities or interactions. He retreats to 'his own world'</p>	<p>Strategies needed Ensure activities are meaningful and appropriate for Andrew. Practical and engaging, without the use of too much language. 1:1 support may be needed at this stage to avoid inappropriate behaviours and enable Andrew to become focused when he is outside and in specific subjects i.e. PE, Food Technology</p>
<p>What we are trying to avoid Aggressive behaviour Swearing Slapping Throwing objects Refusal to co-operate.</p>	<p>Interventions necessary Reinforce what he should be doing, using key words and also visual timetable Praise small steps towards regulating own behaviour Time out if necessary-student led behaviour regulation Alter length of activity if necessary Calmly praise him as soon as possible and keep expectations reasonable before moving on.</p>

APPENDIX 1

Physical Interventions-The use of controlled force or restraint: Risk Assessments

Whenever it is reasonably foreseeable that a pupil might require the use of a physical intervention i.e. controlled force or physical restraint; a **risk assessment** should be carried out, which identifies the benefits and risks associated with different intervention strategies and ways of supporting the pupil. The use of physical interventions should be minimised by the use of preventative strategies whenever it is foreseeable that a young person might require these types of intervention. The risk assessment must clarify the threshold for intervention and the interventions likely to be required.

Risk assessments and management plans for physical intervention should be the product of an assessment made collaboratively by those professionally involved with the young person and their parents/carers, thus indicating that a broad range of views has been taken into account in its completion. ('Ethical approaches to physical interventions', D Allen, BILD Publications, 2002). Wherever possible, pupils should be involved in this process. This risk assessment should form part of the individual's behaviour management plan.

The decision to use a physical intervention must take account of the circumstances (see 'reasonable force' above) and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a physical intervention. The resulting risk management strategy should be compatible with a positive behaviour management approach.

Risks to young people are that a physical intervention will:

- be used unnecessarily (less intrusive methods could be used);
- cause injury, pain, distress or psychological trauma;
- become routine;
- increase the risk of abuse;
- undermine dignity and self-esteem;
- undermine relationships and create distrust.

Staff must issue children or young people with a verbal warning or an appropriate gesture i.e. British sign language and/or Makaton and/or PECS (Picture Exchange Communication System) or tactile Communication systems that physical intervention will be used unless the challenging behaviour ceases. The tone of voice needs to be appropriate to the needs of the child and decisive, and statements/signs/gestures must be unambiguous and clear. Staff should also be aware of the measures, developed and taken in advance, which have been designed to prevent the need for physical intervention.

On occasions, there may be no alternative but to intervene physically with a child, either to control or restrain, in their own and others' interests and safety. In such instances no more than minimum necessary force should be used, taking into account all of the circumstances. Such interventions should only be made when they are likely to succeed. Except in emergencies, more than one adult should be present.

There are a wide variety of situations in which the use of physical interventions, either to control or restrain a pupil who is displaying challenging behaviour, may have to be applied. They often fall into three broad categories:

	Examples
Where action is necessary in self-defence or because there is an imminent risk of injury	<ul style="list-style-type: none"> • a pupil attacks a member of staff or another pupil • pupils are fighting • a pupil absconds from a class or tries to leave school - this will only apply if a pupil could be seriously at risk if not kept in the classroom or at school
Where there is a risk of significant damage to property	<ul style="list-style-type: none"> • a pupil is engaged in, or is on the verge of committing, significant damage or vandalism to property • a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
Where a pupil is behaving in a way that is severely compromising good order and discipline.	<ul style="list-style-type: none"> • a pupil is behaving in a way that is severely disrupting the school

The purpose of any intervention is to restore safety. Physical intervention i.e. to control or restrain, should not be continued for longer than is necessary. Physical interventions should never be used in anger and staff should make every effort to avoid any injury to the child. Staff are **not** expected to physically intervene if by doing so they will put themselves at significant risk, however, this will need to be a professional decision based on the schools policy and made by the member of staff. Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated pupil than holding to control a pupil or restrain them.

Physical Interventions-Observation of Principles

During an incident of physical intervention to control or restrain a pupil due to challenging behaviour, physical restraint or control techniques which are suitable for pupils staff should observe certain principles. These include:

- specific techniques should only be used where there is an ethos of anticipating and defusing children/young people whenever possible;
- they must take account of the pupils age, gender and stage of development;
- they should not rely on threatening or inflicting pain;
- holds should not apply pressure that works against joints;
- they should not rely on routinely taking a pupil to the floor, but preferably to a seated position;
- they minimise movement, particularly the risk of toppling over;
- you can continue to talk to the pupil as you restrain or control them;
- you approach the pupil from the side, not face to face;
- techniques allow you to phase down the hold or restraint as the pupil regains control;
- you can break away at any time, so that staff are not tempted to escalate the restraint using desperate and inappropriate techniques;
- the member of staff should continue attempting to communicate with the pupil throughout the incident and should make it as clear as possible in any appropriate form that physical intervention will stop as soon as it ceases to be necessary;
- acknowledgement is always be given to the pupil's rights and dignity.