



Renfrewshire  
Council

## Renfrewshire Council Joint Negotiating Committee for Teaching Staff

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Dear Colleague

### JNC/19 CHALLENGING BEHAVIOUR RISK ASSESSMENT

Renfrewshire Joint Negotiating Committee for Teaching Staff has agreed to collate the current documentation on Challenging Behaviour Risk Assessments, guidance on the Challenging Behaviour Risk Assessment form and the revised Violent Incident report form into the attached JNC Circular (No 19).

Documentation for use in Challenging Behaviour Risk Assessments was developed, reviewed and updated by a JNC sub-group, involving Education and Leisure Services, Corporate Personnel Health and Safety and the teaching unions.

The form used for report Violent Incidents has also been updated.

Please dispose of all previous versions of the attached documents.

Yours faithfully

David Marshall (Corporate Services)  
Ian McCrone (Teachers' Panel)  
**Joint Secretaries**

Challenging Behaviour Risk Assessment		Reference number	
Department	Establishment	Task assessed: Risk posed by person/s exhibiting challenging behaviour	
<b>Challenging behaviour:</b>			
<b>Frequency potential:</b> (please highlight)		<b>Who may be affected by the risks</b> (please highlight)	
Occasionally	Weekly	Daily	Reference person
Constantly	In certain environments		Vulnerable staff
<b>Potential triggers</b> (please highlight)		Classmates	Staff
(a) Frustration (b) Provocation (c) Personality clash (d) Stress (e) Lack of medication (f) Lack of food/water (g) Colour/Allergic reaction (h) Incontinence (i) Sexual awareness (j) Prejudices (k) Drugs/Alcohol (l) Domestic (m) Perceived criticism (n) Perceived injustice (o) Attention seeking (p) Challenge from authority		Members of the Public	Relatives
<b>Potential hazards:</b> (please highlight)		Personal reputation	Vulnerable pupil/s
(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) Using weapons (16) External allies (17) Bullying (18) Running away (19) Climbing into danger (20) Physical environment (21) Arson (22) Sexualised behaviour (23) Substance abuse (24) Self harm (25) Not following instructions (26) Blood/Body fluids (27) Physical strength (28) Unpredictability (29) False accusations (30) Vandalism		School reputation	Other
<b>Hazards</b> (group hazards in one row if similar controls apply, insert hazard number/s which gives unique ref no.)	<b>Level of risk</b> (based on evidence) High, Med or Low	<b>Methods of control:</b> Parental support, Class teacher, SEN Classroom assistant, Removal from class, School discipline policy, Staff training, Anger management counselling, Socialisation classes, Brain gym, Relaxing therapy, Counselling programme, School psychologist, Small group teaching, Individual Educational Programme, Medication monitoring and administration. Safe environment, Special emergency evacuation arrangements. Removal from school.	
		<b>Are present controls available adequate at this time?</b>	



Hazard No.		Concerns	
Hazard No.		Recommendations to resolve concerns (including target date)	
Name of person/s to action recommendations	Designation	Action completion date	
Assessors		Designation	Risk assessment date
		Risk assessment date	Risk assessment expiry date

## Challenging Behaviour Risk Assessment

### Guidance on use of the Challenging Behaviour Risk Assessment form

#### 1. Why do we need to do Challenging Behaviour Risk Assessments?

The Management of Health and Safety at Work Regulations 1999 sets out the basis for requiring risk assessments to be carried out:

##### Regulation 3

##### Risk assessment

(1) Every employer shall make a suitable and sufficient assessment of-

(a) the risks to the health and safety of his employees to which they are exposed whilst they are at work; and

(b) the risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him of his undertaking, for the purpose of identifying the measures he needs to take to comply with the requirements and prohibitions imposed upon him by or under the relevant statutory provisions and by Part II of the Fire Precautions (Workplace) Regulations 1997.

#### 1.1 General Principles and Purpose of Risk Assessment

This regulation requires all employers and self-employed people to assess the risks to workers and any others who may be affected by their work or business. This will enable them to identify the measures they need to take to comply with health and safety law. All employers should carry out a systematic general examination of the effect of their undertaking, their *work* activities and the condition of the premises.

1.2 Those who employ five or more employees should record the significant findings of that risk assessment.

1.3 A risk assessment is carried out to identify the risks to health and safety to any person arising out of, or in connection with, work or the conduct of their undertaking. It should identify how the risks arise and how they impact on those affected. This information is needed to make decisions on how to manage those risks so that the decisions are made in an informed, rational and structured manner, and the action taken is appropriate.

1.4 Risk assessments require to be suitable and sufficient and should be reviewed from time to time and revised when necessary.

#### 2. Main features of the Challenging Behaviour Risk Assessment Process:

2.1 The Challenging Behaviour Risk Assessment Form is confidential and must be kept secure at all times. It should be an integral part of a Pupil Support Plan when it is considered appropriate to carry out a risk assessment.

2.2 The risk assessment is not a stand alone document and should be used to consider the implications of challenging behaviour for all people who might be affected by the challenging behaviour and should not solely focus on a pupil exhibiting challenging behaviour.

2.3 The challenging behaviour risk assessment is a systematic tool to ensure the safety of the

population of the educational establishment with regard to a perceived potential risk of harm, taking into account information available from as many sources as possible. It is acknowledged that the risk assessment is not foolproof as circumstances change and some information may not be available when the risk assessment is carried out. Assessments should be reviewed to take account of additional information and changes in circumstances.

### 3. Initial Steps in the Risk Assessment

3.1 A risk assessment becomes necessary when certain behaviours are likely to cause significant harm either to the person exhibiting the behaviour or others. The educational establishment must be able to adequately control harmful behaviours while trying to address behaviour problems.

3.2 The risk assessment process should be completely behaviour specific and not focussed on the person exhibiting the behaviour.

3.3 The risk assessment should initially focus on the challenging behaviour and should subsequently focus on where the impact of the behaviour will cause significant harm to the pupil or others. It is equally important to consider psychological harm as well as physical harm.

3.4 The Risk assessment should be used systematically and objectively to control the risks associated with the challenging behaviour that are likely to cause harm.

3.5 The Risk Assessment should be carried out by someone trained in this specific Risk Assessment process, preferably a health and safety officer, in consultation with a member of the establishment's SMT, relevant staff and union representative(s). (the Assessment should not be conducted by a member of the establishment's SMT),

### 4. The Risk Assessment Process and Form (Risks/Hazards/Control)

4.1 A coded reference should be given to the individual instead of using their name on the form to increase confidentiality and to help avoid it appearing to be the person specific.

4.2 The establishment name and address should be printed in this section.

4.3 The frequency of occurrence or relationship to specific environment should be described.

4.4 The people at risk should be described in this section i.e. The pupil with challenging behaviour / Other pupils / Staff members / Members of the public and any particular vulnerable types of individuals.

4.5 The potential triggers known to be characteristic of the harmful behaviour must be carefully considered. Each trigger known to be relevant should be highlighted. The adult pupil relationship and style of interaction which can be significant triggers for some learned behaviours should be considered, without prejudice.

Specialised training is available for adults working with pupils with challenging behaviours.

4.6 The behaviour being assessed and the potential hazards known to be characteristic of the behaviour should be carefully considered. Each relevant hazard from the list should be highlighted and if necessary others added in this section.

4.7 Each potential hazard number marked and highlighted should be transferred to a dedicated row in the left hand column titled hazards. Some may be used in several rows and some numbers (ie potential hazards) may be grouped on one row if convenient.

4.8 The level of risk should be indicated in the second column.

4.9 The present methods of control identified from the menu should be written in the third column. The risk assessment may identify a number of control measures for a particular hazard.

4.10 In the final column an indication should be given for each hazard on whether the present method of control is considered adequate and this should be clearly indicated with either a yes or a no.

#### 5. Concerns (Page 2)

5.1 Where it has been concluded that the controls are not adequate, the hazard number should be written in the row under Ref No. For hazards not adequately controlled with the present method of control an explanation of the concerns should be written in the second column.

5.2 Consideration should be given to whether a manual handling assessment or emergency evacuation assessment is required for the known behaviours at this stage of the assessment.

#### 6. Recommendations.

The hazard number should be written in a dedicated row for those hazards not adequately controlled using the present methods of control. Practicable recommendations required should be made to improve methods of control for that hazard. Consideration should be given on who can achieve this recommendation and they should be notified of the requirement and a completion date identified.

#### 7. Implementation and Review.

Implementation, completion and expiry dates should be diaried. Completion should be actively progressed.

#### 8. Assessors.

The names and designations of assessors who conducted the risk assessment should be recorded along with the date of the risk assessment.

#### 9. Review date

An appropriate risk assessment expiry date should be set and a review date diaried.

**Appendix 4**

**Violent Incident Report (PER/V)(c)** Education and Leisure (E)  
 (For recording incidents of violence and aggression).



**Establishment address:**

**Name of head of establishment:**

**Location of incident:** \_\_\_\_\_ **Date and time of incident:** \_\_\_\_\_

<b>Describe what happened</b>

**Please tick only those elements of violent behaviour which occurred in the incident reported**

Verbal aggression, threats or abuse	Physical violence	
Physical posturing/challenging	Harassment based on disability	
Throwing of objects	Racial harassment	
Use of weapon	Harassment based on religion	
Sexual harassment	Damaging property/equipment	
Violent behaviour between pupils	Other	

<b>Names of staff directly affected by incident</b>	<b>Designation of staff directly affected</b>

<b>Names of witnesses</b>	<b>Designations</b>

<b>Details of the person thought to be directly responsible for the incident:</b>

<b>Immediate school response</b>	<b>Were external agencies involved?</b>

No injury	Minor injury	Hospital visit	Absence from work	Major injury	RIDDOR reportable	Date F2508 completed	
<b>To be completed by head of establishment</b>						<b>Yes</b>	<b>No</b>
Have you met with employees affected							
Have you met with clients/other parties involved							
Has person previously committed similar incidents							
Has debriefing/support taken place with employee/s							
<b>Follow up actions taken regarding violent incident</b>							
School discipline policy			Police action				
<b>Further actions following incident</b>							
Action	Yes	No	Target date	Action	Yes	No	Target date
No further action				Review security			
Incident review				Review staffing levels			
Case review				Review policies and procedures			
Risk assessment or review				Employee training			
Review physical hazards				Employee counselling / support			
Other (please detail)							
<b>Date reporter of incident informed of actions:</b>							
<b>Head of establishment's name, date and signature:</b>							

✂.....✂.....✂..... **Return to sender** .....✂.....✂.....✂

Report of incident at (name establishment) on (specify date)	Date received at headquarters	Date returned to Head of Establishment reporting incident	Date confirmed to initiator





**Violent Incident Report (PER/V)(c) -**

**WITNESS STATEMENT** (For recording incidents of violence and aggression). For use by persons other than the initial reporter of the incident.

Supplement Incident Report (to be attached to PER/V Form)			
Name of Witness			
Name of Employee involved in incident			
Date of Incident		Time of Incident	
Exact Location			

**WRITE DOWN WHAT YOU OBSERVED.**


Witness signature \_\_\_\_\_

Contact Address of non employees \_\_\_\_\_

Date \_\_\_\_\_ Contact Tel. No. \_\_\_\_\_

WITNESS TWO	
Name of Witness	
Name of Employee involved in incident	
Date of Incident	Time of incident
Exact Location	
WRITE DOWN WHAT YOU OBSERVED	
(Continue over leaf if necessary)	
Witness signature _____	
Contact Address of non employees _____	
Date _____	Contact Tel. No. _____

HS/03/11/15/Concise Violence Report /Rev.8 June 2005