



# GENERIC RISK ASSESSMENT FOR SCHOOLS

|                                                                                                                            |                                                    |                 |                                          |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------|------------------------------------------|
| <b>ACTIVITY: Individual Pupil (Page 1 of 7)</b>                                                                            |                                                    |                 | <b>DATE OF ASSESSMENT</b>                |
| <b>ESTABLISHMENT/SCHOOL</b>                                                                                                | <b>SECTION/TEAM</b>                                |                 |                                          |
| <b>WHO MIGHT BE HARMED?</b> Employees, pupils, work experience students, new & expectant mothers and members of the public |                                                    |                 | <b>HOW MANY ARE AFFECTED?</b>            |
| <b>NAME OF PUPIL:</b>                                                                                                      |                                                    |                 |                                          |
| <b>BRIEF HISTORY:</b>                                                                                                      |                                                    |                 |                                          |
| <b>HAZARDS<br/>RESIDUAL RISK OF HARM TO OTHERS etc.</b>                                                                    | <b>✓ if applicable<br/>(any previous history?)</b> | <b>COMMENTS</b> | <b>HIGH<br/>MEDIUM<br/>LOW<br/>Risk?</b> |
| • Bites / spits                                                                                                            |                                                    |                 |                                          |
| • Grapples / wrestles / inappropriately touches / pushes                                                                   |                                                    |                 |                                          |
| • Head butt                                                                                                                |                                                    |                 |                                          |
| • Kicks / stamps                                                                                                           |                                                    |                 |                                          |
| • Lies on floor / thrashes about on floor                                                                                  |                                                    |                 |                                          |
| • Self harm                                                                                                                |                                                    |                 |                                          |
| • Shouts / screams                                                                                                         |                                                    |                 |                                          |
| • Slams door                                                                                                               |                                                    |                 |                                          |
| • Slaps / pinches / punches / scratches / pushes / pulls hair                                                              |                                                    |                 |                                          |
| • Throw items / uses 'weapons'                                                                                             |                                                    |                 |                                          |
| • Unpredictable behaviour                                                                                                  |                                                    |                 |                                          |
| • Verbal abuse / threats                                                                                                   |                                                    |                 |                                          |
| • Causes damage                                                                                                            |                                                    |                 |                                          |

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| <b>ACTIVITY: Individual Pupil (Page 2 of 7)</b> | <b>NAME OF PUPIL</b> | <b>DATE OF ASSESSMENT</b> |
|-------------------------------------------------|----------------------|---------------------------|

| <b>HAZARDS</b>                              | <b>✓ if applicable<br/>(any previous history?)</b> | <b>COMMENTS</b> | <b>HIGH<br/>MEDIUM<br/>LOW<br/>Risk?</b> |
|---------------------------------------------|----------------------------------------------------|-----------------|------------------------------------------|
| • Disruption to classes                     |                                                    |                 |                                          |
| • Graffiti                                  |                                                    |                 |                                          |
| • 'Runner'?                                 |                                                    |                 |                                          |
| • Attachment to inappropriate persons       |                                                    |                 |                                          |
| • Targets other pupils / other individuals  |                                                    |                 |                                          |
| • Other 'high profile' pupils in same group |                                                    |                 |                                          |
| • Implications with off site visits?        |                                                    |                 |                                          |
| • Arsonist?                                 |                                                    |                 |                                          |
| • Climber?                                  |                                                    |                 |                                          |

| <b>KNOWN 'TRIGGERS' FOR UNACCEPTABLE BEHAVIOUR</b> | <b>✓ if applicable<br/>(any previous history?)</b> | <b>COMMENTS</b> | <b>HIGH<br/>MEDIUM<br/>LOW<br/>Risk?</b> |
|----------------------------------------------------|----------------------------------------------------|-----------------|------------------------------------------|
| <b>FOR EXAMPLE:</b>                                |                                                    |                 |                                          |
| • Inability to cope with group activities          |                                                    |                 |                                          |
| • Does not accept rules / instructions             |                                                    |                 |                                          |
| • Unable to accept change in routine               |                                                    |                 |                                          |
| •                                                  |                                                    |                 |                                          |
| •                                                  |                                                    |                 |                                          |
| •                                                  |                                                    |                 |                                          |
| •                                                  |                                                    |                 |                                          |
| •                                                  |                                                    |                 |                                          |
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| <b>ACTIVITY: Individual Pupil (Page 3 of 7)</b> | <b>NAME OF PUPIL</b> | <b>DATE OF ASSESSMENT</b> |
|-------------------------------------------------|----------------------|---------------------------|

| EXISTING CONTROL MEASURES                                                                        | ✓ if in place<br>✗ if not or<br>n/a | IF '✗' STATE THE ACTION TO BE TAKEN WITH<br>TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL<br>MEASURES | RESIDUAL<br>RISK RATING<br>High, Medium<br>Low |
|--------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------|
| • School behaviour policy / procedures – revision required?                                      |                                     |                                                                                                       |                                                |
| • Statement of Educational needs ('statemented')                                                 |                                     |                                                                                                       |                                                |
| • Line Manager / Head of Department / Head Teacher informed                                      |                                     |                                                                                                       |                                                |
| • Communication – other staff alerted?                                                           |                                     |                                                                                                       |                                                |
| • Incident investigated by Line Manager                                                          |                                     |                                                                                                       |                                                |
| • Interview with victim                                                                          |                                     |                                                                                                       |                                                |
| • Interview with witnesses                                                                       |                                     |                                                                                                       |                                                |
| • Interview with assailant                                                                       |                                     |                                                                                                       |                                                |
| • Verbal abuse log                                                                               |                                     |                                                                                                       |                                                |
| • Violent Incident report form                                                                   |                                     |                                                                                                       |                                                |
| • Hepatitis B risk assessment carried out                                                        |                                     |                                                                                                       |                                                |
| • Parent / carer interviewed or written to - to ensure consistent approach to managing behaviour |                                     |                                                                                                       |                                                |
| • Additional supervision arrangements, e.g. lunch / play times                                   |                                     |                                                                                                       |                                                |
| • Detention during school hours                                                                  |                                     |                                                                                                       |                                                |
| • Detention after school hours                                                                   |                                     |                                                                                                       |                                                |
| • Clear boundaries defined                                                                       |                                     |                                                                                                       |                                                |
| • Rewards                                                                                        |                                     |                                                                                                       |                                                |
| • Mentoring by older pupils / students                                                           |                                     |                                                                                                       |                                                |
| • Privileges withdrawn / sanctions                                                               |                                     |                                                                                                       |                                                |
| • Provision of 'calming' area / time out area                                                    |                                     | Phone provided?                                                                                       |                                                |
| • Review of Pupil Behaviour Plan                                                                 |                                     |                                                                                                       |                                                |
| • Learning Support Assistant                                                                     |                                     |                                                                                                       |                                                |
| • Learning Mentors                                                                               |                                     |                                                                                                       |                                                |
| • Pastoral Support Programme                                                                     |                                     |                                                                                                       |                                                |

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| <b>ACTIVITY: Individual Pupil (Page 4 of 7)</b> | NAME OF PUPIL | DATE OF ASSESSMENT |
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| EXISTING CONTROL MEASURES                                                                                                                                                                                                                                                                                                                    | ✓ if in place<br>✗ if not or<br>n/a | IF '✗' STATE THE ACTION TO BE TAKEN WITH<br>TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL<br>MEASURES | RESIDUAL<br>RISK RATING<br>High, Medium<br>Low |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------|
| • Alternative curriculum                                                                                                                                                                                                                                                                                                                     |                                     |                                                                                                       |                                                |
| • Flexible curriculum                                                                                                                                                                                                                                                                                                                        |                                     |                                                                                                       |                                                |
| • Familiarisation with new premises                                                                                                                                                                                                                                                                                                          |                                     |                                                                                                       |                                                |
| • Individual Education Plan                                                                                                                                                                                                                                                                                                                  |                                     |                                                                                                       |                                                |
| • Individual handling policy                                                                                                                                                                                                                                                                                                                 |                                     |                                                                                                       |                                                |
| • Changes made to building / layout                                                                                                                                                                                                                                                                                                          |                                     |                                                                                                       |                                                |
| • Transport arrangements                                                                                                                                                                                                                                                                                                                     |                                     |                                                                                                       |                                                |
| • Potential 'weapons' and 'missiles' removed – where practicable                                                                                                                                                                                                                                                                             |                                     |                                                                                                       |                                                |
| • Equipment provided:                                                                                                                                                                                                                                                                                                                        |                                     |                                                                                                       |                                                |
| ○ installation of panic alarms                                                                                                                                                                                                                                                                                                               |                                     |                                                                                                       |                                                |
| ○ provision of personal attack alarm                                                                                                                                                                                                                                                                                                         |                                     |                                                                                                       |                                                |
| ○ mobile phone                                                                                                                                                                                                                                                                                                                               |                                     |                                                                                                       |                                                |
| ○ 2 way radios                                                                                                                                                                                                                                                                                                                               |                                     |                                                                                                       |                                                |
| ○ CCTV                                                                                                                                                                                                                                                                                                                                       |                                     |                                                                                                       |                                                |
| • Acceptable Behaviour Contract (via Nuisance and Harassment Officer) – 10 year +                                                                                                                                                                                                                                                            |                                     |                                                                                                       |                                                |
| • Fixed period exclusion                                                                                                                                                                                                                                                                                                                     |                                     |                                                                                                       |                                                |
| • Permanent exclusion                                                                                                                                                                                                                                                                                                                        |                                     |                                                                                                       |                                                |
| • Violent Incident Alert (VIA) issued by Safety Advisers e.g. following physical assault / serious threat (to warn other departments in NCC)                                                                                                                                                                                                 |                                     |                                                                                                       |                                                |
| • Is the Head Teacher aware of those certain more serious violent incidents which are legally ' <i>reportable</i> ' under R.I.D.D.O.R. to the <b>Health and Safety Executive</b> ( <i>governmental enforcing authority</i> ) e.g. fractures, or physical injuries resulting in the victim not being available for work for more than 3 days? |                                     | See Safety Manual policy and guidance                                                                 |                                                |

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| <b>ACTIVITY: Individual Pupil (Page 5 of 7)</b> | <b>NAME OF PUPIL</b> | <b>DATE OF ASSESSMENT</b> |
|-------------------------------------------------|----------------------|---------------------------|

| <b>SUPPORT / INVOLVEMENT WITH OTHER SECTIONS / INDIVIDUALS:</b>                                                                                | <b>✓ if in place<br/>* if not or<br/>n/a</b> | <b>IF '*' STATE THE ACTION TO BE TAKEN WITH<br/>TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL<br/>MEASURES</b> | <b>RESIDUAL<br/>RISK RATING<br/>High, Medium<br/>Low</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| • Achievement Team                                                                                                                             |                                              |                                                                                                                |                                                          |
| • Admissions and Inclusions Service                                                                                                            |                                              |                                                                                                                |                                                          |
| • Anti Social Behaviour Team                                                                                                                   |                                              |                                                                                                                |                                                          |
| • Anti Social Behaviour Order                                                                                                                  |                                              |                                                                                                                |                                                          |
| • Behaviour Support Service                                                                                                                    |                                              |                                                                                                                |                                                          |
| • Counselling for employees – <i>Counsel Line, Teacherline</i>                                                                                 |                                              |                                                                                                                |                                                          |
| • D.A.R.E. training                                                                                                                            |                                              |                                                                                                                |                                                          |
| • Education Welfare Service                                                                                                                    |                                              |                                                                                                                |                                                          |
| • Educational Psychologist                                                                                                                     |                                              |                                                                                                                |                                                          |
| • Feedback to employees who have been assaulted on the action taken?                                                                           |                                              |                                                                                                                |                                                          |
| • Governors                                                                                                                                    |                                              |                                                                                                                |                                                          |
| • General Practitioner                                                                                                                         |                                              |                                                                                                                |                                                          |
| • Local Housing Office (e.g. breach of tenancy agreement - Council tenants)                                                                    |                                              |                                                                                                                |                                                          |
| • Mental Health Services                                                                                                                       |                                              |                                                                                                                |                                                          |
| • Multi Agency Support Team (for over 9 year olds)                                                                                             |                                              |                                                                                                                |                                                          |
| • 1:1 support                                                                                                                                  |                                              |                                                                                                                |                                                          |
| • N.S.P.C.C.                                                                                                                                   |                                              |                                                                                                                |                                                          |
| • Nuisance and Harassment Officer                                                                                                              |                                              |                                                                                                                |                                                          |
| • Police                                                                                                                                       |                                              |                                                                                                                |                                                          |
| • Pupil Early Education Team                                                                                                                   |                                              |                                                                                                                |                                                          |
| • Pupil Referral Unit <ul style="list-style-type: none"> <li>○ Pupil and Family Therapy (e.g. parenting skills)</li> <li>○ Day Unit</li> </ul> |                                              |                                                                                                                |                                                          |
| • Alternative Provision                                                                                                                        |                                              |                                                                                                                |                                                          |
| • SENCO                                                                                                                                        |                                              |                                                                                                                |                                                          |
| • Special Educational Needs / MSG support / EBD                                                                                                |                                              |                                                                                                                |                                                          |
| • Safety Advisers                                                                                                                              |                                              |                                                                                                                |                                                          |
| • School Doctor                                                                                                                                |                                              |                                                                                                                |                                                          |
| • School Nurse                                                                                                                                 |                                              |                                                                                                                |                                                          |
| • Social Services                                                                                                                              |                                              |                                                                                                                |                                                          |

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| <b>ACTIVITY: Individual Pupil (Page 6 of 7)</b> | <b>NAME OF PUPIL</b> | <b>DATE OF ASSESSMENT</b> |
|-------------------------------------------------|----------------------|---------------------------|

| <b>SUPPORT / INVOLVEMENT WITH OTHER SECTIONS / INDIVIDUALS:</b>                                                                                                                                                                         | <b>✓ if in place<br/>✗ if not or<br/>n/a</b> | <b>IF '✗' STATE THE ACTION TO BE TAKEN WITH<br/>TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL<br/>MEASURES</b> | <b>RESIDUAL<br/>RISK RATING</b><br>High, Medium<br>Low |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Training for employees; physical intervention (managing challenging behaviour using de-escalation skills and supportive holding techniques) (see below)<br/>Contact Behaviour Support</li> </ul> |                                              |                                                                                                                |                                                        |
| <ul style="list-style-type: none"> <li>Youth Offending Team</li> </ul>                                                                                                                                                                  |                                              |                                                                                                                |                                                        |
| <ul style="list-style-type: none"> <li>Others</li> </ul>                                                                                                                                                                                |                                              |                                                                                                                |                                                        |

| <b>STAFF SUPPORT / TRAINING</b>                                                                                                                                                                                                                                            | <b>✓ if in place<br/>✗ if not or<br/>n/a</b> | <b>IF '✗' STATE THE ACTION TO BE TAKEN WITH<br/>TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL<br/>MEASURES</b> | <b>RESIDUAL<br/>RISK RATING</b><br>High, Medium<br>Low |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Feedback provided following assault?</li> </ul>                                                                                                                                                                                     |                                              |                                                                                                                |                                                        |
| <ul style="list-style-type: none"> <li>Victim support e.g. <i>Counsel Line, Teacherline</i></li> </ul>                                                                                                                                                                     |                                              |                                                                                                                |                                                        |
| <ul style="list-style-type: none"> <li>Training <ul style="list-style-type: none"> <li><b>PHYSICAL INTERVENTION</b> including de-escalation skills</li> <li>Dealing with violence and aggression – knowledge of triggers for unacceptable behaviour</li> </ul> </li> </ul> |                                              |                                                                                                                |                                                        |

**Are there any other foreseeable hazards associated with this activity? Please circle YES / NO**

List any additional control measures

|                                                 |                      |                           |
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| <b>ACTIVITY: Individual Pupil (Page 7 of 7)</b> | <b>NAME OF PUPIL</b> | <b>DATE OF ASSESSMENT</b> |
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#### **Reference Documents**

-  *Asking Questions at Exclusion Meetings – a guide for Governors* - NCC Education Department, Admissions and Inclusions Service
-  Strategies and positive handling guidelines for managing challenging pupils - NCC Education Department
-  Legal toolkit – tackling abuse, threats and violence towards members of the school community – DfES 2002
-  Use of force to control or restrain pupils – DfEE circular 10/98 (Section 550A Education Act 1996)
-  Violence in the education sector - HSE 1997

|                                 |               |                    |
|---------------------------------|---------------|--------------------|
| <b>ASSESSED BY (Print name)</b> | <b>SIGNED</b> | <b>DATE</b>        |
| <b>LINE MANAGER</b>             | <b>SIGNED</b> | <b>REVIEW DATE</b> |

**LINE MANAGER'S COMMENT:** (e.g. list any action required that has been referred to higher management, and state to whom it has been referred):