

## BEHAVIOUR SUPPORT & PROVISIONS Risk Reduction Action Plan



*This Risk Reduction Action Plan (RRAP) is informed and guided by the outcomes arrived at by working through the attached DE risk assessment grids.*

The plan has been drawn up in consultation with:

Pupil: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Parent/Carer \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

SENCo: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Chair (BOG): \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Code of Practice Stage: \_\_\_\_\_

IEP/IBP Linked: Yes:  No:  (please tick)

Review process: Weekly/Monthly/Termly (please circle)

By whom: \_\_\_\_\_

Risk Reduction Action Plan

Review Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Further action required: Yes:  No:  (please tick)

**RISK FACTOR (RF):** RF = Likelihood (L) x Frequency (F)

Score	Level	Behaviour 1	L x F <i>Eg, 5x5</i>	RF	Score	Level	Behaviour 2	L x F <i>Eg, 5x5</i>	RF	Score	Level	Behaviour 3	L x F <i>Eg, 5x5</i>	RF
21-25	V High			_____	21-25	V High			_____	21-25	V High			_____
15-20	High				15-20	High				15-20	High			
8-12	Medium				8-12	Medium				8-12	Medium			
6-10	Low				6-10	Low				6-10	Low			
1-5	V Low				1-5	V Low				1-5	V Low			
				<b>25</b>					<b>25</b>					<b>25</b>

**Pupil Information:** i.e. medical conditions, diagnoses, personal circumstances etc.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Pupil Support Mentor:** Member of staff with responsibility for monitoring and reviewing the RRAP with the pupil.

Name: \_\_\_\_\_

Post held: \_\_\_\_\_

## RISK ASSESSMENT

**TYPES OF BEHAVIOUR CAUSING CONCERN: LEVEL OF RISK, FREQUENCY, PEOPLE TO WHOM BEHAVIOUR EXHIBITED**

BEHAVIOUR	Very Likely 5	Likely 4	Quite Possible 3	Possible 2	Unlikely 1	Frequency	Risk Factor (L x F)
						Hourly 5 Daily 4 Weekly 3 Monthly 2 Termly 1	
Vandalism							
Bullying							
Fighting							
Violent & Aggressive							
Angry Outbursts							
Impulsive Dangerous Behaviour							
Self-Harms							
Medically Related Behaviour							
Threatening & Abusive							
Other <i>(Please specify)</i>							
<b>PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED</b>							
Classroom Teacher							
Subject Specific Teacher <i>(Please specific)</i>							
Classroom Assistant							
Ancillary Staff (lunchtime supervisors, caretakers)							
Member of SMT							
Male Staff							
Female Staff							
Other Pupils in Class/School							
Male Pupils							
Female Pupils							
Young/Older pupils							
Ethnic Minority Pupils							

## RISK ASSESSMENT

### ENVIRONMENTS AND TIMES OF GREATEST RISK-FLASH POINTS/HOT SPOTS

LOCATION AND TIME OF BEHAVIOURS	Vandalism	Bullying	Fighting	Violent & aggressive	Angry outbursts	Impulsive dangerous behaviour	Self-harms	Medically related behaviour	Threatening & abusive	Other <i>(Please specify)</i>
Behaviour During Lessons										
Behaviour in Practical Lessons <i>(please specify)</i>										
Behaviour Going Between Lessons										
Behaviour in Library										
Behaviour in Canteen/Lunch										
Behaviour at Break Times										
Behaviour in Playground/Lunchtime										
Behaviour on Educational Trips										
Behaviour Off-Site Disapplied Programmes										
Behaviour in PE/Games Hall										
Behaviour on School/Public Transport Bus										
Behaviour in Taxi										
Behaviour if Medication Not Taken										
Other Behaviours- <i>(Please specify)</i>										

## RISK EVALUATION

<b>Level of likelihood</b>	<b>X</b>	<b>Frequency</b>	<b>= Risk Factor</b>
Very likely 5	X	Hourly (5)	= 25 greatest
Likely 4	X	Daily (4)	= 16
Quite Possible 3	X	Weekly (3)	= 9
Possible 2	X	Monthly (2)	= 4
Unlikely 1	X	Termly (1)	= 1 lowest

This numerical evaluation of risk is not an absolute but simply affords a pupil's predisposition and risk frequency to be compared.

SCORE	RISK	ACTION
1-5	V Low	Keep under review – monitor
6-10	Low	Carry out focused observations. Gather relevant data. Refer to Positive Behaviour Policy, SEN Resource File & Good Practice Guidelines. Complete a Do & Don't form. Track, monitor and review effectiveness of intervention.
8-12	Medium	Draw up an Individual Behaviour Plan. Set targets and agree strategies and supports to be implemented. Involve pupil in plan. Teach appropriate skills necessary for learning. Complete a Do & Don't form. Track, monitor and review effectiveness of intervention.
15-20 25	High Very High	Immediate action must be taken. Draw up a detailed Risk Reduction Action Plan (RRAP) with involvement from pupil, parents and external agencies as appropriate. Complete a Do & Don't form. Seek support, advice and training as appropriate. Teach appropriate skills necessary for learning. Track, monitor and review effectiveness of intervention.

**A Risk Reduction Action Plan (RRAP) must be drawn up when the Risk Factor is 15 and above.**

**Caveat**

Should there be a significant one off incident, the school may deem it necessary to progress with a RRAP.

## Risk Reduction Action Plan

Targeted Behaviour & Context (RF of 15 & above) <i>(Pupil) and staff will work together to reduce the number of:</i>	Risk Factor L x F = ?/25		Current Strategies  <i>Pupil and staff already use the following strategies:</i>	Additional Strategies  <i>(Pupil) and staff have agreed to implement the following strategies:</i>	Action By Whom	Action When	Success Criteria  <i>(Pupil) and staff will together assess the level of success based on observable &amp; measurable outcomes listed below:</i>
	Current RF	Targeted RF					
<i>Target 1:</i>  Currently: <ul style="list-style-type: none"> <li>• <i>(insert examples of current behaviours)</i></li> <li>•</li> <li>•</li> </ul>	<hr style="width: 20px; margin: 0 auto;"/> <b>25</b>	(Should be lower than the Current RF)  <hr style="width: 20px; margin: 0 auto;"/> <b>25</b>		<i>When (pupil) begins to feel (insert examples of current behaviours) he/she will choose to try:</i> <ul style="list-style-type: none"> <li>• <i>(list strategies)</i></li> <li>•</li> </ul> All staff will use: <ul style="list-style-type: none"> <li>• <i>(list strategies)</i></li> <li>•</li> <li>•</li> </ul> Post-incident (pupil) and staff have agreed to: <ul style="list-style-type: none"> <li>• <i>(insert post-incident learning strategies)</i></li> <li>•</li> <li>•</li> </ul>			Number of <i>(insert details of targeted behaviour)</i> is reduced. <i>(Pupil) understands the strategies and uses them appropriately.</i> <ul style="list-style-type: none"> <li>• <i>(list strategies)</i></li> <li>•</li> <li>•</li> </ul> Staff consistently use : <ul style="list-style-type: none"> <li>• <i>(list strategies)</i></li> <li>•</li> <li>•</li> </ul> Post-incident learning opportunities allow for monitoring and reviewing of target and strategies by <i>(Pupil) and staff</i>
	<hr style="width: 20px; margin: 0 auto;"/> <b>25</b>	<hr style="width: 20px; margin: 0 auto;"/> <b>25</b>					
	<hr style="width: 20px; margin: 0 auto;"/> <b>25</b>	<hr style="width: 20px; margin: 0 auto;"/> <b>25</b>					

## Sharing Mangement Strategies

<b>Do</b> (what to say, what to do)	<b>Don't</b> (what not to say, what not to do)