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| Behaviour Individual Pupil Risk Assessment (BIPRA) Supporting Documents |

This document is designed to be used in conjunction with the BIPRA to support your production of Behaviour Individual Pupil Risk Assessments.

There is no expectation for a setting to transfer their existing IPRAs onto the new format BIPRA with immediate effect. This should be a gradual process as part of your normal creation and review of BIPRAs in school.

Establishing a clear understanding of risk is one of the cornerstones of high-quality education and good outcomes for pupils. A risk is the likelihood that a hazard will actually cause its adverse effects, together with a measure of the effect.

Legislation places a duty on education providers to do everything in their power to safeguard and protect those who are most vulnerable. It is a statutory requirement to identify, assess and manage risks in order to prevent harm to pupils and others.

This risk assessment should be shared with all person(s) who may be exposed to the hazards within it. There is a section within the risk assessment for this information to be captured.

This document is electronic and a ‘Master’ copy should be stored securely. Paper copies can be printed but any edits or amendments made should be transferred to the Master copy to prevent multiple versions ‘on the go’ at one time.

When completing this form, you can delete unused Hazard pages or add additional ones if needed.

**Risk assessments must be clearly written and without ambiguity. A risk assessment document should be written as if the person reading it has never met the pupil before and therefore doesn’t know the pupil.**

For further understanding on how to complete this document, BIPRA training can be accessed through Leeds for Learning.

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| Behaviour Individual Pupil Risk Assessment (BIPRA) |

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| School Name: |  | | | | | Date: | | The date the IPBRA was first written. |
| Name of Head/Centre Manager: | | |  | | | | | |
| Pupil Name: | | Full Name of pupil | D.O.B: | The date of Birth of the CYP (Child Young person) | School Year: | | Choose an item. | |

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| Name of person competing this form: |  | | | | | | | | | |
| Name of person(s) contributing to this form: | Please add the names of all colleagues who’ve had direct input to the form. | | | | | | | | | |
| Revision Dates: BIPRAs should be reviewed termly or after any new significant incident that poses risk to the pupil themselves or others | 1 | Record a revision or update date | 2 | Record a revision or update date | 3 | Record a revision or update date | 4 | Record a revision or update date | 5 | Record a revision or update date |

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| Additional information: |
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See Notes below.

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| Likelihood | Unlikely (1) | Possible (2) | Likely (3) |
| Consequence |
| Slightly Harmful (1) | Trivial (1) | Acceptable (2) | Moderate (3) |
| Harmful (2) | Acceptable (2) | Moderate (4) | Substantial (6) |
| Extremely Harmful (3) | Moderate (3) | Substantial (6) | Unacceptable (9) |

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| Trivial and Acceptable  (1-2)  No action is required for this risk rating. All documentation should be kept for future reference in case of a civil claim, FOI or similar. | Moderate  (3-5)  Practicable to do so then additional controls should be put into place to further reduce the risk. | Substantial  (6-8)  Further action should be taken immediately to reduce the risk. Setting may wish to engage the services of external professionals. | Unacceptable  (9)  Action must be taken immediately to reduce the risk. External professional advice should be sought to mitigate and alleviate the prescribed risks of harm. |

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| Key Information: Pupil overview (see supporting docs) |
| The purpose of this section is to give relevant pupil information that may have a direct bearing on the control measures and help stakeholders understand why certain control measures have been put in place.  Some examples might be:  Autism  ADHD  Global Development Delay |

Parent/Carer Views:

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| This BIPRA has been read and understood by (Name): | | | Full name of Parent/Carer(s) | |
| Relationship to pupil: |  | Date: | | Click or tap to enter a date. |
| Parent/Carer Views: | | | | |
| This section could, if needed, be completed with a concise overview of parent/carer(s) view on the BIPRA process. Completion and ownership of the BIPRA is the responsibility of the school. It is at the school’s discretion whether they involve the parent/carer in the process of completing it. A parent/carer cannot enforce their view or refuse to let the school/setting either complete or use this document. The parent/carer is simply signing to say they have had the opportunity to read the document and discuss any concerns they may have around its use, as risk management is the school’s legal duty.  [Health and safety: responsibilities and duties for schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools#the-law) | | | | |

Click on the space bar here if you need to ‘push’ the Risk section onto a new page.

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| WHAT is the hazard? Give a brief example of previous behaviour. (The situation may be the source of the potential danger.) | | | |
| This section should be a brief overview of the behaviour or situation that may present itself. If possible, give an example of when this has happened before (See example pages at the end of this document). | | | |
| WHO might be harmed by the above-mentioned hazard? It could be more than one person. | | | |
| List the people who may be harmed by the behaviour (See example pages at the end of this document).. | | | |
| HOW may the identified individual or persons be injured by the hazard | | | |
| List how the above people may be injured by the behaviour (See example pages at the end of this document). | | | |
| The first risk rating assumes that you are doing NOTHING to prevent the harm indicated above. | | | |
| Risk Rating BEFORE controls- | | The likelihood of this is | Choose an item. |
| The potential consequence is | Choose an item. |
| Risk Rating before controls is | Choose an item. |
| Control Measures: | | | |
| 1 | As a general rule the more significant the risk rating the more control measures may be needed to mitigate that risk. Control measures from 1 to 9 should be listed in a hierarchy of priority, this means control measure number 1. should be the strongest control measure that will reduce the risk and the last control measure being less so (See example pages at the end of this document). | | |
| 2 | All the control measures listed here should directly affect the risk or likelihood of harm. For example: ‘Write up post incident reports on CPOMS’ will not control the risk. | | |
| 3 | Unless there are specific control measures in place to reduce the consequence, e.g., a member of staff wearing bite sleeves when supporting a pupil who bites, the consequence of a hazard will remain the same before and after controls. As an example, the consequence of a vulnerable child absconding and running into the road would be a 3 – extremely harmful. Control measures will be put in place to reduce the likelihood, however if that student manages to get to the road despite these, the potential consequence will still be 3 – extremely harmful. | | |
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| This Risk Assessment has been shared, read, and understood by the following staff (initials) | | | |
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| Risk Rating AFTER controls- | | The potential consequence is | Unlikley (1) |
| The likelihood of this is | Harmful (2) |
| Risk Rating After controls is | Acceptable (2) |
| WHAT is the hazard? Give a brief example of previous behaviour. (The situation may be the source of the potential danger.) | | | |
| **SAMPLE:**  When dysregulated Billy has been known on several occasions (roughly three times per week) to headbutt the wall repeatedly in an effort to regulate his emotions. This can happen when there has been a change to Billy’s daily routine, staffing or expectations. | | | |
| WHO might be harmed by the above-mentioned hazard? It could be more than one person. | | | |
| Billy | | | |
| HOW may the identified individual or persons be injured by the hazard | | | |
| If left unsupported, Billy may be injured with deep bruising, cuts and abrasions. | | | |
| The first risk rating assumes that you are doing NOTHING to prevent the harm indicated above. | | | |
| Risk Rating BEFORE controls- | | The potential consequence is | Harmful (2) |
| The likelihood of this is | Likely (3) |
| Risk Rating Before controls is | Substantial (6) |
| Control Measures: | | | |
| 1 | High levels of supervision around Billy, ensuring that all staff working with him have read and understood his PBSP. | | |
| 2 | Ensure Billy is made aware of any changes to his routine as soon as possible, he is given clear information on how this will look and what has been put in place to replace it (this could be a change in staffing, lesson, activity, classroom etc.). | | |
| 3 | All staff working with Billy to be Team Teach trained. | | |
| 4 | Ensure staff have a foam swim float to use when Billy feels the need to headbang. This will provide effective feedback and limit injury. This is a temporary measure until we can support Billy to self-regulate in a more appropriate way. | | |
| 5 | Physical intervention to be considered should all of Billy’s de-escalation techniques listed within his PBSP fail, Billy refuses to use the swim float and staff feel he is struggling to regulate his emotions. Adult should support BEFORE he injures himself following the physical intervention plan within Billy’s PBSP. | | |
| 6 | Deep pressure vestibular activities to be provided for Billy throughout his day to ensure he has a sociably acceptable way of regulating himself (See PBSP) and prevent dysregulation. | | |
| 7 | All staff to have read and understood Billy’s PBSP. | | |
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| This Risk Assessment has been shared, read, and understood by the following staff (initials) | | | |
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| Risk Rating AFTER controls- | | The potential consequence is | Harmful (2) |
| The likelihood of this is | Possible (2) |
| Risk Rating After controls is | Moderate (4) |
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| **Consequences and Likelihood Definitions.** |
| Please note that in ALL cases it is YOUR professional judgement that takes precedence supported by the relevant evidence. |

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| **Physical consequence** | | | |
| Slightly Harmful (1) | | Harmful (2) | Extremely Harmful (3) |
| A minor injury, e.g. a small cut, bruise or scratch.  Something that will not cause pain for a long period of time but which will cause discomfort for a short while.  The sort of injuries which go in your minor injury records or behaviour log. | | A more serious injury that may cause pain and discomfort for a longer period of time, e.g. deep cuts, muscle strain, multiple bruising. These require reporting to the HSW Team using form CF50 or CF50a, and the behaviour log if related to a violent incident. | A serious injury such as broken bones and amputations- injuries that would require medical assistance. And could lead to further complications, permanent disability or death. These should be immediately notified to the HSW Team and reported on a CF50/CF50a form and the behaviour log if related to a violent incident. |
| **Emotional Consequence** | | | |
| Slightly Harmful (1) | Harmful (2) | | Extremely Harmful (3) |
| An incident that causes short term distress, e.g. verbal abuse, that causes minor upset. The sort of incident which is recorded in a behaviour log only. | An incident that causes longer term distress, e.g. a violent incident, that requires longer time out and emotional support.  The sort of incident which is recorded on a CF50/CF50a and a behaviour log. | | An incident that causes long term distress or mental health issues, e.g. a violent incident that requires time off work, emotional support and/or counselling. These should be immediately notified to the HSW Team and reported on a CF50/CF50a, and the behaviour log if related to a violent incident. |

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| **Likelihood** | | |
| Unlikely (1) | Possible (2) | Likely (3) |
| It is not likely that the hazard will arise or cause harm.  There is the possibility that it may arise on occasion. Instances will be very few and far between. | Whilst it is not definite that the hazard will arise or cause harm due to the conditions or people involved, there is a possibility that it may.  Most hazards may fall within this category unless there are strict controls and precautions in place.  Threatening harm could fall into this definition. | It is likely that the hazard will be realised, harm will be caused if:  -no controls or precautions are in place, or  -will still be occurring regularly despite controls, and/or  - will have caused previous injuries in this setting or other settings.  If new hazards they be seen as being 'an accident or incident waiting to happen'  A credible threat and/or repeated threats being made fall into this category. |