



## Individual Student Risk Assessment

### RAISE-AP

Hazards	Who is at risk?	Current Control Measures	Additional Requirements	Timescale
Punching, kicking, scratching		<p>Staff have suitable training (Team Teach)</p> <p>Staff are made aware of BSP, and follow BSP to reduce risk of escalation</p> <p>Clear and simple to use instructions “NO”</p> <p>Positive handling techniques (Caring “C”s etc.)</p> <p>Maintain safe distance if pupil is flailing</p> <p>Walk away from the pupil if safe to do so</p> <p>If a colleague is using a restraint hold, offer assistance / observe and be ready to support if necessary.</p>		
Biting, transmission of illness through bodily fluids		<p>Healthcare plan seen and understood by staff</p> <p>Any bites that break the skin, report to 111 or GP n case vaccination is required.</p> <p>Techniques such as jaw massage used to release bites</p> <p>Avoid placing arms/hands near face during handling where possible</p>	<p>If a pupil is prone to biting and it is foreseeable that they will break the skin (i.e. prolonged or aggressive bites etc.) consider the use of bite sleeves.</p>	
Hair pulling, grabbing clothes or arms/neck etc.		<p>Avoid loose hair and long pony tails</p> <p>Avoid loose fitting clothes or necklaces / handing earrings</p>	<p>Teams should practice breakaway techniques between refresher courses to make their use more instinctive</p>	

		<p>Use of Team teach breakaway techniques (massaging hand/knuckles to loosen grip etc.)</p> <p>Distraction techniques (technology, songs, games, story time etc.)</p> <p>Call for assistance from a colleague</p>		
Throwing or hitting with objects		<p>Pupils prone to throwing hard objects should be encouraged to play with soft toys when heightened</p> <p>Remove higher risk objects (heavier objects, objects with edges/corners, objects that may break on impact, anything containing harmful substances)</p> <p>Covers on any unprotected light sources (i.e. lampshades)</p> <p>Follow appropriate clean-up guidance if thrown objects result in a <a href="#">broken CFL</a></p>	<p>Moving other pupils from the class to prevent injury where necessary.</p> <p>Protective films on single pane glass, or replacement with toughened glass.</p>	
Becoming dead weight when positive handling		<p>Follow Team Teach handling techniques</p> <p>Where necessary place the pupil down. Avoid over-exerting yourself if you feel you cannot maintain a hold.</p> <p>Support pupils as they fall where they do become dead-weight.</p> <p>Remove nearby objects if this is followed by flailing/lashing out.</p> <p>Only attempt intervention if the pupil is posing a risk of harm to themselves or another person.</p>		
Self-harm		<p>Positive handling techniques. Follow EHCP / BSP</p> <p>Remove dangerous objects from the area</p>		

		Encourage / move the pupil to a safer area if possible (i.e. during escalation)		
reckless or dangerous behaviour when overstimulated		Close supervision Discourage from activity with distraction techniques Remove items then may exacerbate the situation (e.g. objects the pupil may land on if jumping from furniture, throwable objects) Supervision in quiet space		
Fleeing school (traffic hazards, missing pupils etc.)		Always have sufficient supervision ratios Radios etc. for quick communication Secure site with no easy road access Staff to lock / close doors behind them Regular site walks to identify weaknesses in fencing etc.		
Misbehaviour during higher risk activities (swimming, forest school, school trips etc.)		Exclusion from activities where necessary Alternative safer activities (i.e. beginners pool in swimming) Activity providers made aware of BSP / RA content Suitably trained first aiders and first aid kits on all trips out of school Emergency plan in place for all trips (Contact details for parents, emergency contact details, what three word locations for sites being visited) Always follow site supervisor instruction		
Escalation caused by		Pupil not to work 1:1 with *****		



pupil/staff relationships		Pupil to be supervised by ***** in AM and ***** in PM ***** not to partake in the following activities with pupil etc.		
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Initial Assessment Review Date	Risk Assessment assessed, reviewed by the following competent person:	<b>Tasks and control measures reviewed by the Educational Directors:</b>
Name (PRINT)		Name (PRINT):
Signature:		Signature: Date:
Next Review Date:	<p>Your workplace will change over time. You are likely to bring in new equipment, substances and procedures. There may be advances in technology. You may have an accident or a case of ill health.</p> <p>You should review your risk assessment:</p> <p>if it is no longer valid</p> <p>if there has been a significant change</p>	