

MANAGING BEHAVIOUR SAFELY

A Risk Management Approach

Student Wellbeing Section, Education Support Office- 2016

INTRODUCTION

Assessing risk can be managed through a variety of approaches and levels. School staff continually assess risk whether on the spot (e.g. requesting a student not to kick a ball inside) or whether a more formal appraisal is required (e.g. a student with challenging and complex behaviours).

The development of a practical and effective analysis of risks concerning individuals and environments, provides the opportunity to plan and implement processes and responses to either avoid potential risks or manage risk within the resources and capabilities available.

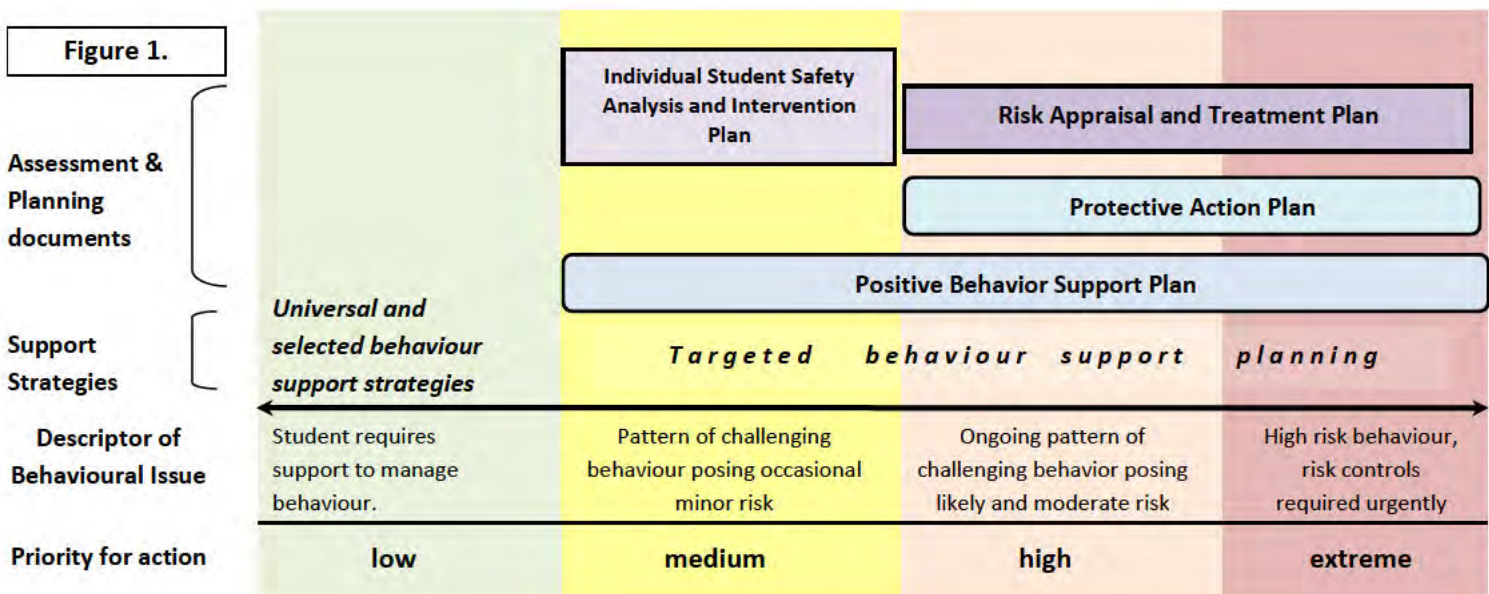
To help with achieving these outcomes this document is provided as a resource for schools working with students who may display behaviours that present safety concerns for themselves and/or others.

To support a more formal and explicit appraisal the following risk assessment documents have been developed for schools:

- *Individual Student Safety Analysis and Intervention Plan* (and supporting checklist)
- *Risk Appraisal and Treatment Plan* (with Risk Appraisal Matrix and supporting checklist)

It is expected that schools will use the *Individual Student Safety Analysis and Intervention Plan* approach initially and use the *Risk Appraisal and Treatment Plan* when a more in depth approach is needed to address extreme and complex issues and or critical incidents involving student behavior, refer to Figure 1. When conducting a *Risk Appraisal and Treatment Plan* schools can request support from the Network Student Engagement Team if necessary.

Please also refer to the *Safe and Supportive Schools* policy and procedures when developing controls and plans to address risks.



1. Establishing the context for a risk assessment

The nature and acceptable level of risk is determined and shaped by the context in which decisions are made or activities undertaken. Mindful of these contexts, risks need to be addressed at an operational level by staff familiar with the impact or influences of students, parents and staff as well as:

- Physical environment
- Resourcing and capabilities
- Occupational Health and Safety
- Service providers; and
- Directorate/school objectives
- Time limitations
- Internal and external stakeholders
- Media interest

Any or all of these elements may generate, eliminate or cause variation to the nature or severity of the risk.

Risk Criteria

The student behaviour/s against which risk is to be evaluated should be decided upon using information from the student, their family, school staff and other relevant professionals. This behaviour/s will be used during the risk evaluation phase. It is not necessary that all behaviours be articulated at this stage, however the major issues should be acknowledged and regular reviews conducted to ensure alignment with the student's learning objectives and stakeholder perceptions.

Stakeholder Identification

When identifying the stakeholders you should consider the following:

- The student
- The school including individuals who are, or perceive themselves to be, directly affected by the behavior (e.g. students and staff members)
- Parents and/or carers
- Child Youth Protection Services for students in their care
- Decision-makers (e.g. Chief Minister, Minister, Senior Executive)
- ACT Government directorates such as ACT Health or Child Youth and Protection Services
- Suppliers and service providers
- Community agencies

2. Identifying risks associated with complex and challenging behaviours

This step should identify any risks arising from the school environment identified in the previous step and generate a comprehensive list of risks arising from the identified behaviour. Use a what, why and how approach to help identify behaviours or situations which could arise as the basis for further analysis.

They may include:

- Attacks using weapons or objects as weapons
- Physical attacks
- Property damage either random or targeted
- Absconding
- Sexual harassment or abuse

- Psychological
 - verbal abuse
 - written abuse
 - self harming behaviours
 - cyber bullying
 - threats and intimidation
 - invasion of personal space
 - stalking

3. Assessing the risk associated with complex and challenging behaviours

The objective of this step is to separate the minor acceptable risks from the major risks and provide a strategic plan for the subsequent treatment of those risks. For each risk identified in Step 2 determine the existing interventions and analyse the consequence and likelihood of future occurrences within the context of those interventions. The analysis should consider the range of potential consequences and how likely they are to occur. Consequence and likelihood are combined to produce an estimated level of risk in the *Risk Appraisal and Treatment Plan* document.

The estimated levels of risk will determine which risk assessment document is appropriate to meet the needs of the student. Schools should use the *Individual Student Safety Analysis and Intervention Plan* document initially to inform a Positive Behaviour Support Plan, and if a more in depth approach is deemed necessary, use the *Risk Appraisal and Treatment Plan* document.

Risk treatment

There are a number of ways of reducing and or managing complex and challenging behaviours. Some risks are relatively minor and are either accepted and monitored or addressed by existing controls or processes. The strategies for reducing risks should also be recorded in Positive Behaviour Support Plan and if the strategy are considered to be a proactive action they should be recorded in the Protective Action Plan. For more complex risk situations, it is likely that a combination of strategies will be required to prevent or manage the risks.

Intervention options may include:

- Avoiding the risk by deciding not to proceed with the project or activity. This may only occur within legislative requirements and in the best interest of the students.
- Reduce the likelihood of the occurrence. (e.g. supervision, policies and procedures, staff training, etc.)
- Reduce the consequence of the occurrence. (e.g. contingency planning, relocation of an activity etc.)

The use of a restrictive practice documented in a Protective Action Plan can be an acceptable part of a treatment approach, provided the Positive Behaviour Support Plan and the Protective Action Plan includes:

- strategies for the reduction and/or elimination of the restrictive practice from ongoing use
- documented consent of the parent/carer
- the least restrictive practice available to address the behaviour
- the best interests of the student's or other's safety

For occupational, health and safety risks, the following prioritised intervention strategies should be considered:

1. Elimination - remove the hazard or risk of exposure.
2. Substitution - use something less hazardous or provide a barrier between hazard and person.
3. Environment modification – arrangement of desks in the classrooms, withdrawal space created
4. Administrative - provide training, policies and procedures for safe work practices, rest breaks, job rotation, additional staffing, and lock down procedures.

5. Monitoring and review

All risk assessments including *Individual Student Safety Analysis* and *Intervention Plans* and *Risk Appraisal and Treatment Plans* and associated plans should be reviewed regularly, usually within a 12 week period. This review should focus on the improved outcomes for the student and the effectiveness and performance of the strategies and interventions applied to support behavioural change.

- Each step undertaken should be documented to enable effective monitoring and review.
- Risks and the effectiveness of interventions need to be monitored to ensure changing circumstances do not alter the risk priorities.
- Identification, assessment, and treatments must be reviewed to ensure the identified risks remain relevant and continue to be managed and that any new or emerging risks are identified and managed.

It is important to note that the risk of negative outcomes when managing student behaviour varies over time based on a variety of factors such as changes in a student's development, their living arrangements, and their relationships with staff or medical interventions. Factors that were contributing to the risk may have diminished over time. Therefore, it is essential to review and document changes to the context of the risk when reviewing and monitoring Positive Behaviour Support Plan plans.

It will be necessary to build in periodic review of procedures involving all staff to ensure that preventative measures have not created any new hazards. After any incident, injury or near miss involving workplace violence, monitoring and reviewing procedures should be documented and incorporated into the existing organisational systems of the school.

Individual Student Safety Analysis and *Intervention Plans* and *Risk Appraisal and Treatment Plans* support the development of interventions and strategies to mitigate the risk and must be reviewed whenever:

- The Positive Behaviour Support Plan and Protective Action Plan is being reviewed
- The level of the residual risk has increased.
- There is evidence that the risk assessment and or treatment controls are no longer valid
- Injury or illness resulting from the behaviour
- A significant change is proposed in the place of work or in work practices or procedures, to which the risk assessment relates for example:
 - change of classroom teacher
 - trauma in the student's family
 - significant new medical or other information is received
 - any other change in circumstance that changes the nature of the risk

6. COMMUNICATION AND CONSULTATION

Communicate and consult with the student/parents and carers and staff connected with student as appropriate at each stage of the risk management process and concerning the process as a whole.

- Communication should be a two-way process involving consultation with students and parents and/or carers
- A communication plan should be developed for internal and external stakeholders early in the planning process.
- The Principal is responsible for identifying the existence of risk and undertaking the business of the Directorate in a manner, which ensures appropriate management of those risks.

GLOSSARY OF TERMS (AS/NZS 31000:2009)

Consequence	Outcome or impact of an event.
Control	An existing process, policy, device or practice that acts to minimise negative risk or enhance positive opportunities.
Control assessment	Systematic review of processes to ensure that controls are still effective and appropriate.
Event	Occurrence of a particular set of circumstances.
Frequency	A measure of the number of occurrences per unit of time.
Hazard	A source of potential harm or a situation with a potential to cause loss.
Likelihood	A general description of probability or frequency.
Monitor	To check, supervise, or record the progress of an activity or system on a regular basis to identify change.
Residual risk	The remaining levels of risk after all risk treatment measures have been taken.
Risk	The chance of something happening that will have an impact upon the Directorate's objectives. It is measured in terms of likelihood and consequence.
Risk analysis	A systematic process to understand the nature of and to deduce the level of risk.
Risk criteria	Terms of reference by which significance of risk is assessed.
Risk evaluation	Process of comparing the level of risk against the risk criteria.
Risk identification	The process of determining what, where, when, why and how something could happen.
Risk management	The culture, processes and structures that are directed towards realizing potential opportunities whilst managing adverse effects.
Risk management process	The systematic application of management policies, procedures and practices to the tasks of communicating, establishing the context, identifying, analysing, evaluating, treating, monitoring and reviewing risk.
Risk reduction	Actions taken to lessen the likelihood, negative consequence, or both, associated with a risk.
Risk treatment	Process of selection and implementation of measures to modify risk.
Stakeholders	Those people and organisations who may affect, be affected by, or perceive themselves to be affected by a decision, activity or risk.

Flow Chart for a risk management approach

<p>Step 1 Establish the context</p>	<ul style="list-style-type: none"> • Confirm case co-ordination team • Determine the guidelines and expectations for the process • Ascertain the purpose of the risk assessment • Define the behaviours which need to be assessed
<p>Step 2 Identify the risks</p>	<ul style="list-style-type: none"> • What is the risk? • Why is it happening? • How does it impact on the student, the school, the community?
<p>Step 3 Analyse and assess the risks</p>	<ul style="list-style-type: none"> • Describe and review the adequacy of the Positive Behaviour Support Plan • Determine the level of consequence and likelihood of risk • Prioritise risks for further action • Initially schools should use an <i>Individual Student Safety Analysis and Intervention Plan</i> • To address extreme and complex issues, for example where a restrictive practice is considered necessary as a potential response or a critical incident has occurred involving student behavior; schools should use the <i>Risk Appraisal and Treatment Plan</i> and the corresponding matrix which is a more comprehensive process of assessing and planning (refer Figure 1).
<p>Step 4 Treat the risks</p>	<ul style="list-style-type: none"> • Identify supports and strategies to be implemented (also recorded in the Positive Behaviour Support Plan and where applicable a Protective Action Plan) • Identify, communicate to and support the staff responsible for implementing interventions and strategies • Define expected completion and review dates
<p>Step 5 Monitor and review</p>	<ul style="list-style-type: none"> • Set dates for the review of treatment plans • Maintain communications with student, parents and staff to monitor the appropriateness of the supports • Ensure time frames for strategies and supports are realistic
<p>Communication and consultation</p>	<ul style="list-style-type: none"> • Communicate with the student, parents and/or carers throughout the process • Communicate with staff connected with the student • Communicate with external stakeholders • Principal is responsible for seeking advice from the School Network Leader before a Protective Action Plan with a Restrictive Practice is approved and consulting with the School Network Leader as required.

Individual Student Safety Analysis and Intervention Plan

Assessment and mitigation of risks associated with an individual student's behaviour.

Refer to *Pre- Individual Student Safety Analysis and Intervention Checklist for Schools* and *Managing Behaviour Safely: A Risk Management Approach*

Student Name _____ School: _____ Development Date: _____ Review Date: _____

Specific Phase e.g. transition between classes	Behaviour e.g. threatening, hitting	Consequences Identify how this may cause harm. Think about likelihood and impact.	Current Controls What controls are in place to reduce risk Are current controls adequate to address risks? Enter Y or N in the following column.	Y/N	Further Controls Where current controls are inadequate, identify further controls to address the risks. Transfer these controls to the Positive Behaviour Support Plan/Protective Action Plan

School Case Co-ordinator: _____ Principal: _____ Parent/Carer: _____ Date: _____

Pre- Individual Student Safety Analysis and Intervention Checklist for Schools

Please complete the following action items *before* completing the Individual Student Safety Analysis and Intervention Plan.

- Access school files with updated documents** – Locate student file for relevant history, previous successful strategies and key documents including:
 - MAZE,
 - Individual Learning Plan,
 - Positive Behaviour Support Plan,
 - Flexible Learning Options,
 - Interagency referrals
 - Professional recommendations
- School counsellor notification and input as required**
- Family consultation**
- CYPS case management team where appropriate**
- OH&S processes followed carefully**

RISK APPRAISAL MATRIX

CONSEQUENCES OF RISK

Risk Control Effectiveness		CATEGORY	Nominal	Minor	Moderate	Major	Catastrophic	
Control Effectiveness	Guide		Physical injury	Injuries or ailments which may/may not require First Aid	Minor injuries requiring medical treatment (e.g General Practitioner)	Injuries requiring immediate medical treatment and ongoing or multiple medical treatment cases	Life threatening injury or multiple serious injuries causing hospitalisation	Death or multiple life threatening injuries
Adequate	Nothing more to be done except review and monitor control. Controls address root cause and Management believe that they are effective.		Learning	Inadequate achievement of learning outcomes managed by classroom teacher	Inadequate achievement of learning outcomes can be overcome with additional support/selected strategies	Inadequate achievement of learning outcomes can be overcome with considerable additional support/targeted strategies	Inadequate achievement of learning outcomes missed and unlikely to be achieved	Student/s unable to engage in any form of educational or a workplace setting
Review	The control is generally on track and appropriate however there are aspects that need adjusting to make it more effective.		Psychological affects	Affects are managed by internal staff support or EAP.	Reduced abilities to perform some tasks for a short period of time with some additional support from GP &/or School Psychologist	Reduced abilities to perform normal tasks for up to a term that requires ongoing support from mental health professionals – CAMHS, Head Space	Reduced abilities to perform normal tasks exceeding a term that require significant additional psychiatric care	Long-term inability to perform most normal tasks. Psychiatric care requiring hospitalisation.
Ineffective	Significant gaps in the effectiveness of the control. Controls do not address root cause, or are reactive and unsustainable.		Property damage	Property damage requiring repairs up to \$1 000	Property damage requiring repairs up to \$10 000	Property damage requiring repairs up to \$100 000	Property damage requiring significant repair/replacement up to \$500 000	Property damage requiring significant repair/replacement over \$1 000 000
			Reputation	Internal management review by school based committees (e.g. Leadership Team)	Review by internal committees (P&C, Board, Directorate). Attention from Social Media sites	Scrutiny by external committees or agencies and single event coverage from local media (e.g. Human Rights Commission, Local Community forum)	Intense public, political or ongoing local media scrutiny (e.g. Canberra Times, Local Radio)	Assembly inquiry, Commission of inquiry or intense national media scrutiny

Likelihood	Historical	Nominal	Minor	Moderate	Major	Catastrophic
Almost Certain	Expect frequent occurrences	Medium	High	High	Extreme	Extreme
Likely	Risk event likely to occur at least once	Medium	Medium	High	High	Extreme
Possible	Foreseeable that the risk event may occur but not expected	Low	Medium	Medium	High	Extreme
Unlikely	Risk event not likely to occur but change of circumstances or situation may create opportunity for risk to arise	Low	Medium	Medium	High	Extreme
Rare	Remote chance of risk event, even then in highly exceptional circumstances	Low	Low	Medium	High	Extreme

PRIORITY FOR ACTION	LOW	MEDIUM	HIGH	EXTREME	Priority for Action
Suggested Timing of Treatment	Ongoing control as part of a management system. Managed by routine procedures	Completed within 1 year Specify management responsibility	Medium Term – normally within 3 months	Short Term – requires immediate action normally within 1 month	Every care should be taken to act as soon as possible to implement risk control measures wherever possible or to take action to fix the problem. <u>Extreme and High Risks especially where the risk relates to People & personal injury</u> require us to act immediately to take steps to fix the problem
Assessment, Planning and Documentation		Individual Safety Analysis and Intervention Plan and Positive Behaviour Support Plan	Risk Appraisal and Treatment Plan, Protective Action Plan and Positive Behaviour Support Plan	Risk Appraisal and Treatment Plan, Protective Action Plan and Positive Behaviour Support Plan	
Authority for controlled tolerance of risk	All Staff	All Staff and School Executive Team	Requires consultation with NSET Deputy Principal and School Network Leader	Requires consultation with -Senior Manager, Inclusion and Engagement -School Network Leader, -Director Student Engagement	

Risk Appraisal

Participants: _____
 Student: _____
 School: _____
 Behaviour: _____

Case Manager: _____
 Date Risk Appraisal completed: _____

School/Student Context:

Analysis of Risk				Control Measures		Inherent Risk Rating		
Ref No:	Category of Risk	What is the risk? Which groups or individuals are most at risk? How are people at risk? Where is the risk behaviour likely to occur? When is the risk behaviour likely to occur?	What is the impact of the risk behaviour? What is the outcome of this risk? What is the evidence?	What controls are currently in place? And how effective are they? What is being done to prevent or reduce the risk?	How effective are the controls Adequate (A) Review (R) Ineffective (I)	Consequence of Risk	Likelihood of Risk	Residual Risk Rating
1	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
2	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
3	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
4	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
5	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
6	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
7	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
8	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
9	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.
10	Choose an item.	Who: Choose an item. How:	•	•		Choose an item.	Choose an item.	Choose an item.

11	Choose an item.	Who: Choose an item.	•	•		RECORD 30.6		
		How:				Choose an item.	Choose an item.	Choose an item.
12	Choose an item.	Who: Choose an item.	•	•		RECORD 30.6		
		How:				Choose an item.	Choose an item.	Choose an item.
13	Choose an item.	Who: Choose an item.	•	•		RECORD 30.6		
		How:				Choose an item.	Choose an item.	Choose an item.
14	Choose an item.	Who: Choose an item.	•	•		RECORD 30.6		
		How:				Choose an item.	Choose an item.	Choose an item.
15	Choose an item.	Who: Choose an item.	•	•		RECORD 30.6		
		How:				Choose an item.	Choose an item.	Choose an item.

Treatment Plan and Review Plan

Participants: _____
 School: _____ Date of Plan Development: _____
 Student: _____ Description of Behaviour: _____

Review of Treatment Plan

Participants: _____
 Expected Review Date: _____ Actual Review Date: _____

		Treatment Plan		Person Responsible	Anticipated risk rating after additional controls			Evaluation	Review of the Treatment Plan		
Ref No:	Category of Risk	NOTE : If the current risk rating from the review is high or extreme additional treatment measures must be outlined relative to the level of identified risk Risk Management Controls What controls are currently in place? Based upon existing controls identified in Risk Appraisal What additional controls need to be added to reduce Inherent Risk Rating			Current effectiveness of the control A, R, I	Consequence of Risk	Probability of Risk		Residual Risk Rating	# NOTE - If the controls <u>did not</u> reduce the risk or if it <u>stayed the same</u> What changes to the current controls or additional controls need to be added to reduce the risk rating.	Staff member to lead
	Choose an item.	Existing Controls – Copied from Risk Appraisal			Choose an item.	Choose an item.	Choose an item.	Choose an item.			
		•									
		Additional Controls (Necessary to reduce residual risk rating)									
		•									
	Choose an item.	Existing Controls – Copied from Risk Appraisal			Choose an item.	Choose an item.	Choose an item.	Choose an item.			
		•									
		Additional Controls (Necessary to reduce residual risk rating)									
		•									
	Choose an item.	Existing Controls – Copied from Risk Appraisal			Choose an item.	Choose an item.	Choose an item.	Choose an item.			
		•									
		Additional Controls (Necessary to reduce residual risk rating)									
		•									
	Choose an item.	Existing Controls – Copied from Risk Appraisal			Choose an item.	Choose an item.	Choose an item.	Choose an item.			
		•									
		Additional Controls (Necessary to reduce residual risk rating)									
		•									

NOTES

In the Treatment Plan:

- if an inherent risk level is determined to be High or above, there should be a correspondingly high level of controls in place trying to reduce the risk.
- when identifying what controls are already in place, give an indication to the level of their effectiveness. If it is a new strategy to be implemented you will not be able to ascertain how effective it is, but should indicate a timeframe in which it will be reviewed.

| - A review should be completed in approximately 10-15 weeks time.



Positive Behaviour Support Plan

Student Name:

Date of Plan Development:
School:
Author:
Review Date:

Please note: *If this PBSP requires a Protective Action Plan that contains a restrictive practice, a risk assessment with a treatment plan and the Guiding Questions must be completed prior to this document.*

*We recognise behaviour that challenges us as a symptom of a problem not the problem itself. It tells us to look closer and listen harder, because something is wrong. Behaviour is a message about what is happening in someone's life.*¹

¹ TASH, 2016, *Positive Alternatives*, viewed 28 April 2016, <https://tash.org/advocacy-issues/coalitions-partnerships/aprais/positive-alternatives>.

Positive Behaviour Support Plan

Student Name		Parent/Carer	
DOB		School co-ordination team members	
Grade		School co-ordination team leader	
Relevant Background Information:			
<p>Student's preferred staff contacts and student's suggestions for the plan:</p> <p>Staff contact:</p> <p>Staff contact:</p> <p>Staff contact:</p>			

Positive Behaviour Support Plan

Behaviour requiring adjustment		Signals the Behaviour is about to occur	
Frequency		Known Triggers	
Functional Behaviour Analysis (FBA)	<i>(What is the student trying to communicate, avoid or gain access to):</i>	Results	
Goal for the behaviour on this plan:			
Student's suggestions:		What proactive strategies have been developed for trial with this student:	
What replacement behaviours may be suitable:		What behaviour will be explicitly taught:	
What strategies will be used to teach this behaviour:		How will you know when the behaviour has changed:	

Positive Behaviour Support Plan

Positive Behaviour Recognition

<p>What works to promote positive behaviour for this student:</p>	
<p>How will the school know if the recognition has been successful:</p>	
<p>Who is responsible for giving the student positive behaviour recognition:</p>	
<p>When and how often is positive behaviour recorded:</p>	

Protective Action Plan (attachment to Behaviour Support Plan)

This document assists in the planning for the use of Protective Action. Where a Restrictive Practice is a strategy of this plan, consultation external to the school is required.

Refer to Safe and Supportive Schools Procedure B: Safely responding to Complex and Challenging Behaviour Canberra Public Schools

Student Name		People Involved in Developing this Plan (Name and Role)	
DOB			
Grade			
Relevant Background Information about use of Protective Action*			
Description of the Stages of Behaviour Escalation			
Stage 1	Stage 2	Stage 3	Stage 4
Behaviour Signals	Behaviour Signals	Behaviour Signals	Behaviour Signals
Strategies	Strategies	Strategies	Strategies
Strategies or Stimuli to Avoid	Strategies or Stimuli to Avoid	Strategies or Stimuli to Avoid	Strategies or Stimuli to Avoid
REVIEW:	Areas to Review	Goal of Review	Date for Review:
Principal Name		Parent/ Carer Name	Student Name*
Principal Signature		Parent/ Carer Signature	Student Signature*
Date		Date	Date*

*Where applicable

Use of Restrictive Practice: Reporting, Documentation and Responsibilities

This Flowchart is not a stand alone document, it is designed to be read in conjunction with the *Safe and Supportive Schools Policy* and *Procedure B: Safely Responding to Complex and Challenging Behaviour in Canberra Public Schools*

