



Lawrence House School

Behaviour Policy

Document Reference	LHS 3.1 Behaviour Policy
Publication Date	October 2016
Date last reviewed	September 2017 (PB)
Review Date	September 2018 (Reviewed January 2018 re LGBT+ - P. Max Alder) September 2019 (MC)
Approved Headteacher	Fay Donnelly
Approved Chair of Governors	Tony Nolan
Related Policies	LHS 1.5 Roles and responsibilities in education LHS 2.1 Safeguarding and child protection policy LHS 2.2 Anti-bullying policy LHS 3.2 Student Code of Conduct

Policy Principles

Lawrence House School believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Lawrence House School seeks to create a caring and calm learning environment, and promotes that all tutors and pupils are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

Lawrence House School uses behaviour management strategies to promote the welfare and enjoyment of young people attending sessions. Where appropriate, we work in partnership with external agencies and carers. We manage behaviour using clear, consistent and positive strategies.

Lawrence House School promotes equal opportunities and anti-discrimination and does not discriminate or support discrimination against either pupils or tutors on the grounds of gender, gender reassignment, sexual preference, marriage and civil partnership, pregnancy, religious beliefs or expression, race, ethnicity, age or disability. For the Lawrence House pupil, equality of opportunity underpins the value of everything we do; valuing and respecting diversity and building community cohesion. These principles are achieved through combined therapeutic and holistic approaches which:

- Promote good, socially acceptable behaviour, self-esteem and mutual respect irrespective of race, gender, ability, age and religion
- Ensure consistency and fairness of treatment for all
- Promote early intervention via proactive and targeted behaviour work with pupils
- Seek to help pupils to understand their behaviours and enable positive changes
- Create firm boundaries within which learning and aspirations can be achieved
- Develops young people's independence by maintaining self-discipline as far as possible
- Ensures everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment

This policy therefore sets out the guiding principles and strategies of how Lawrence House School effectively supports and assists pupils to manage their behaviour so they can meaningfully engage in education and with the wider community. In doing so, this policy enshrines anti-discriminatory practice and fair treatment for all by providing a clear framework on our approach to managing negative, and encouraging positive behaviours from pupils.

Roles and Responsibilities

The Education Coordinator has, in consultation with the tutors and School Governors, established this policy for promotion of good behaviour and will keep it under review to ensure that it is communicated to all pupils and carers, is non-discriminatory and that Lawrence House School expectations about pupil behaviour are clear.

This policy is reviewed annually or in the light of incidents or new guidance by the Education Coordinator and will be updated when necessary.

The Education Coordinator, tutors and School Governors have responsibility for ensuring that this behaviour policy is implemented within the school. The Education Coordinator is responsible for ensuring appropriate training as necessary is provided to enable all staff to be able to follow and apply the policy and associated procedures.

All Lawrence House School staff have a shared responsibility for ensuring that the Lawrence House School behaviour policy and associated procedures are followed and consistently and fairly applied. Lawrence House School expects that all staff model positive behaviour as part of their professional responsibilities.

Staff have a responsibility to address, report and record any incidents of anti-social behaviour, disruption, violence, bullying and any form of harassment that they witness either in the incident report log or the bullying log depending on the nature of the incident. Staff at Lawrence House School have a duty of care to ensure that all individuals are treated fairly, in which case when such behaviour arises, staff should work together as a team around the child to support all young persons involved; working upon therapeutic strategies to solve any areas of conflict. School staff should discuss such concerns with external agencies and Senior Management where appropriate, in the best interests of the child.

Tutors are expected take responsibility for their own personal barriers to effectively managing behaviours. Lawrence House School encourages and supports staff to regularly reflect and discuss their own actions and responses to pupils' behaviour and incidences, usually in a team meeting or a debrief. This is to identify any inadvertent contributory factor to a situation escalating and any areas of behaviour management that staff have difficulty with. This helps Lawrence House School to ensure appropriate support and training is delivered and that staff are able to confidently and objectively develop and utilise effective strategies with pupils to promote the best possible outcomes. Should staff feel that their needs are not being met or that they are not confident within their training in the use of behaviour management strategies, they are to discuss such matters with the Education Coordinator.

Carers also have an essential role to play in assisting Lawrence House School to maintain high standards of behaviour. Regular liaison with carers and external agencies regarding pupils' behaviour is therefore paramount and proactively initiated by Lawrence House School. It is in the child's best interests for communication to be clear and effective between both education staff and carers of the young people. If a tutor does not feel that they are being correctly supported when managing a young person's behaviour, then they are to discuss such concerns with the Education Coordinator. Thus, all parties can discuss any matters and resolve any areas of uncertainty.

Lawrence House School pupils are encouraged to take responsibility for their own behaviours and will be made fully aware of the school policy, procedure and expectations of their behaviour. Lawrence House School understands that behaviour is a central aspect to the pupils' barriers to learning and often linked to their circumstances, trauma, disability or Statement of SEN or an EHC Plan. As such, ongoing support and guidance is provided by Lawrence House School to enable pupils to take responsibility for their behaviours. Tutors are responsible for ensuring that when young people begin their time at Lawrence House School they understand and sign a student code of conduct, whereby they have a written agreement which clearly identifies behavioural expectations.

1. Staff Training and Support

Lawrence House School provides and promotes a variety of training and support processes to enable tutors to effectively manage **challenging** behaviour, promote the Lawrence House School ethos and tackle anti-discriminatory practice.

All staff receive a staff Code of Conduct and an individual induction program. Familiarity with Lawrence House School policies and procedures is essential and mandatory training on the following areas relative to behaviour management:

- Safeguarding / Child Protection
- MAPA (Managing Actual and Potential Aggression) which
 - **Focuses** on prevention, deceleration and avoidance.
 - **Addresses** the risks of physical interventions.
 - **Teaches** safe, non-harmful interventions.
 - **Offers** proven post-incident strategies to prevent future crises.

Additional bespoke training is given, relative to the individual care package and education needs specific to the child.

All staff must complete refresher training on these areas at least once per year. Where relevant, Lawrence House School will support staff to attend relevant external training related to behaviour management.

Once training has been identified, the specified tutors will attend the training and then cascade their learning and course key content to the rest of the team; ensuring that all tutors are fully aware of the most effective ways of managing an individual. Lawrence House School staff then take the time to reflect upon the training that has been attended, before working as a team to apply any relevant skills and positive behaviour management strategies. School staff work together to ensure that the behaviour management strategies used are appropriate to (as above), the individual. There also exists a high level of support processes and systems for Lawrence House School staff regarding effective behaviour management relative to their role. These include the following:

- Weekly team meetings where behaviour management is discussed, effective practise shared and behaviour strategies are agreed as a team and overseen by the Education Coordinator
- Supervision and appraisal
- Open door policy to managers
- Termly teaching observations and feedback
- Individual mentoring where appropriate
- Termly Performance Management Reviews
- Home/School Link Book

2. Procedures and Framework for Managing Behaviour

a) Standards and Expectations:

Lawrence House School has high expectations of the standards of behaviour displayed by pupils and recognises that behaviour is often a significant barrier to our pupils learning and that often concerning or inappropriate behaviours displayed by pupils are linked to trauma and or outlined in their Statement of Special Educational Need. Inappropriate behaviours or responses are often embedded, learnt behaviours, which have manifested due to disrupted personal backgrounds and experiences. As such, high levels of support and input are required for the pupils for them to be able meet the high expectations of them. Lawrence House School therefore works extensively with pupils in a consistent and structured manner to help them to be able to display the following positive behaviours:

- Treating others with respect and consideration. This is extended to respecting their environment, themselves and community that they are working within.
- Being helpful and kind to others

- Using appropriate language, and this includes homophobic, biphobic and transphobic language
- Contributing to a calm, orderly learning environment
- Informing staff when having difficulties
- Classroom displays and projects

Where pupils display unacceptable and or inappropriate behaviour, Lawrence House School works with them through various processes to help them learn and understand why their behaviour is unacceptable or inappropriate and helps pupils learn and develop strategies for managing their behaviour and responses more appropriately. Unacceptable and inappropriate behaviour includes:

- Absconding
- Physical Aggression/Violence to others
- Damage to property
- Verbal aggression
- Sexualised behaviours or actions
- Threatening actions or comments
- Disruption
- Swearing
- Bullying
- Refusal to engage

If behaviour, attendance or timekeeping falls below the standard expected this will initially be dealt with informally by Lawrence House School tutors/Education Coordinator who will tell young people promptly of where improvement is needed and will give help, including redress to support and record in individual IEP targets. IEP's should also set and be used to monitor behaviour targets with individual pupils.

b) Strategies for Managing Behaviour and Promoting Positive Behaviour

To effectively manage unacceptable behaviour, pre-emptive structured processes are put in place through individual pupil risk assessments (identifying behavioural issues likely with a pupil), behaviour management plans (how those behaviours are best managed), Individual Education Plans and the use of appropriate learning environments with appropriate staffing levels to ensure as much as is practically possible, pupils are educated in an environment and manner that is conducive to displaying positive behaviours and is safe for all other pupils and tutor.

Lawrence House School uses a variety of generic and individual strategies for managing pupil's behaviour and promoting positive behaviour including:

- Give and reinforce clear firm boundaries and consistent classroom rules – see c) below.
- Discussions with pupils on expectations linked to Code of Conduct they sign on admission
- Be familiar with and use pupil's specific Behaviour Management Plans individually written for those learners who require them and these influence strategies and methods for managing behaviour along with Individualised behaviour strategies for each pupil
- Risk assessing and adjusting the environment as needed, prior to teaching
- Give clear instructions
- Give firm guidance to re-engage
- Use active listening
- Stay as calm as possible
- Use appropriate tone and level of voice to the situation
- Use appropriate body language

- Give regular praise and encouragement after instructions have been followed/for appropriate behaviour
- Offer Time Out/Break Out where necessary – see d) and e) below
- Offer a variety of activities to meet the needs of the pupils
- Informing staff/carers/management about individual achievements

If a tutor finds these approaches are not generally working, then they must seek advice and support from the home manager and the Education Coordinator.

Should a tutor feel that a young person is displaying behaviours that have not been previously identified or recognised, they are to work with the Education Coordinator and the school staff at Lawrence House School to adapt individual Education Plans and/ or individual risk assessments. Thus, all staff will be informed of new behaviours and potential areas of concern, working as a team to embed any additional behaviour management strategies needed. This information also needs to be communicated with carers so that the home's risk assessment can also be revised as necessary.

QPC operates a STORM assessment process for addressing and understanding risk of suicidal behaviour. Where such an assessment has been completed or revised this will be shared with the Education Coordinator.

c) Pupil/Classroom Rules

To present and foster a culture where behaviours are addressed promptly and openly, staff will discuss with pupils what is expected of them and how Lawrence House School will work to support pupils to achieve this. Pupils are given the opportunity to and are encouraged to engage and participate in discussion regarding the setting of ground rules in order that they are accepted and clearly understood. Ground rules are described in the pupil code of conduct, and revisited throughout the year and added to where necessary. Lawrence House School ground rules include the following:

- Pupils to be up and ready to be taught for their first lesson
- Wear correct uniform
- No mobile telephones in the classroom with permission
- No smoking in school (including e-cigarettes)
- No bullying
- Follow instructions
- No swearing
- No disrupting others
- No talking over others
- Respect others opinions
- Keep classroom tidy
- No walking out of classroom unless agreed
- No damage to property
- No violence/aggression to others

d) Breakout cards

Break Out cards are used throughout the session and can be utilised at any point throughout the day. They aim to provide a pause to the session and create an opportunity for the tutor or learner(s) to select an activity from a selection of resources and materials which include Breakout Ball, Ice Breaker Activities, and Motivational games. In theory, a box of materials should be on hand at all homes and accessible for all staff at all times.

Break Out Activities are utilised best when engagement is poor or motivation and enthusiasm low or lulling. The tutor will know when the appropriate time is to 'break out' and hopefully, students will be ready to re-engage and focus once the activity is completed.

e) Time out cards

Time Out cards are available at all times throughout the session. They are kept in a suitable container – close to where the student is working. If at any point throughout the session, the student feels they need some 'time out', then a card can be taken and the student has automatic permission to leave the classroom with the card. The Time Out cards allow for 5 minutes away from session – this time is to be used appropriately by the learner and all staff should be aware that if a young person is carrying the card, they have permission to be away from the classroom. The tutor should either use a timer/stop watch or keep track of time as the card only allows the learner 5 minutes. If extra time is necessary, then the learner should report back to the classroom and discuss this with the tutor who will make an appropriate decision.

The cards are dry wipe and it is a good idea to note the time the learner left the session so all can be clear on how much time is being taken.

f) Swear Tokens

As noticed, the language used by our young people is not always pleasant and necessary, due to their personal experiences and their beliefs of how they should greet others, etc.

Tutors have trialled the following idea, which worked well with our young people at Lawrence House.

If a young person is presenting a lot of bad or inappropriate language, then they are given one 'swear token'. Throughout the course of the lesson, if the bad language of the young person is continuing, then each time the tutor believes it is necessary, they are to give the young person another 'swear token'.

If a young person receives a certain amount of tokens, then they are to go to a safe space, which will be provided within the classroom. Here, they have the time stated below to express anything on their mind, such as bad or inappropriate language. It is to be made clear to young people that no bad language or insults are to be aimed at a particular individual. This is not what the tokens are for.

- Five tokens equals a rough time of five to ten seconds in their safe space.
- Ten tokens equals a rough time of ten to twenty seconds in their safe space.
- More than ten tokens is equal to a time decided by the tutor, based upon the necessary actions taken to support the young person.

When the young person has used their time up, the aim is that they are to come back to their education and continue through the lesson without continuing to use such language, for the remainder of the session.

If tutors wish to adapt the timings of such tokens, or have additional ideas, please share with the team.

g) Thumbs Up Cards

When working with our young people during education, tutors have been noticing the increased need for additional resources to show to our young people their progression and positive behaviour/ actions.

Through using the 'thumbs up' cards, tutors have the ability to work with young people and continue to encourage positive behaviour and actions, whilst also making sure that young people are witnessing a visual that acts as an incentive to gaining a reward, continuing to enhance positive behaviour.

Tutors can explain at the start of each lesson or when appropriate, the working of our incentive cards, including the idea of the young person working towards a (reasonable) reward of their choice. Our aim is to:

- Set a target of three 'thumbs' if working with a young person for either a morning OR an afternoon.
- Set a target of six 'thumbs' if working with a young person for a full day.

It is at the discretion of the tutor as to what they deem as positive behaviour, in order to present the young person with a card. Examples such as: Sitting and engaging after refusing to with their tutor, remaining focused for a set time and completing a task of kindness without being asked to, may give some idea as to how young people may earn such incentives.

Over time, young people who respond well to the cards will work to convey increasingly positive behaviour, whereby their cards and rewards may be more challenging to achieve due to their ability to behave well.

If tutors believe that there are other ways to incorporate such cards/ incentives, then ideas are to be shared.

h) Physical Intervention

The focus of Lawrence House School's work with young people is to de-escalate and proactively manage unacceptable behaviours. Physical Intervention (MAPA – Managing Actual and Potential Aggression) will only be used as a last resort, when staff believe that action is necessary to prevent injury to the young person or others, or to prevent significant damage to equipment or property.

If a tutor has to physically restrain a young person, the Education Coordinator and Company Safeguarding Lead will be notified immediately and an Incident report will be completed. The incident will be discussed with the staff/ home manager/ carer/young person as soon as possible.

Following any incident of physical intervention or restraint the full details of the incident must be reported to the Education coordinator. The incident must be written up by the tutor in both the incident book and the physical intervention book, which are kept at the Education Coordinators office in Hill House.

If staff are not confident about their ability to contain a situation, they should call for support from carer's and other members of staff or in extreme cases, the police. Should staff not feel confident, they are to discuss such matters with the Education Coordinator. Here, staff will be given any appropriate advice or support that is needed before entering another situation whereby they may not feel confident.

Lawrence House School staff will work with carer's and other staff members if applicable, to discuss with the young person their actions and the concerning reasons behind their behaviour. In events of a restraint, a debrief will be given to all involved, with tutors and other members of staff communicating about what strategies school will now put in place to help the young individual.

Lawrence House School will not tolerate unacceptable behaviour, including unnecessary physical restraint, bullying, harassment, victimisation or gross misconduct and anyone who does not adhere to this, may be subject to investigation and disciplinary action.

i) Knowledge of Pupils Needs/Prior Behaviours

Lawrence House School staff are made aware of, and proactively seek information on pupil's previous behaviours and incidents and current needs through use of the following:

- Admission Information and Consent Forms
- Statement of Special Educational Needs/EHC Plans
- Individual Education Plans
- School Reports
- Discussions with pupils/carers
- Other agency reports as appropriate
- Children's home risk assessments and behaviour management plans

j) Risk Assessment

Based on information gained about previous behaviours, incidents and current needs, a robust risk assessment is drawn up which details the potential risks a pupil may present for certain activities – (see appendices). The risk assessment then directs the learning environment and methods of working with the pupils by agreed action and detail in the following areas:

- Strategies for managing behaviours
- Staffing ratio/work with peers
- Most appropriate learning environment
- Timetable most appropriate to needs
- Assessment regarding use of sharp objects in sessions
- Assessment regarding hot food/drink

Tutors will work with the Educational Coordinator and carers to ensure that the school has a full current understanding of each pupil they teach. The first time a tutor teaches a pupil they are to read the risk assessment and discuss their understanding with carers to ensure that they have a clear understanding about the risks that each pupil may face or pose to others, prior to commencing education. Should staff not feel that they have a clear understanding or are not confident when working with an individual, they are to discuss this matter with the Education Coordinator. Such discussions will enable staff to develop confidence through discussing effective strategies of behaviour management and strategies to keep that pupil, other pupils and tutors safe both in and out of their unit.

When working with young people for educational purposes, both in and out of the home, tutors are to make sure that they have all relevant risk assessments that will clearly explain the safety measures and strategies used to keep that young person safe and secure during their learning experience.

All teaching staff should have:

- Working knowledge and understanding of the young person's home risk assessment.
- A specific risk assessment which is specific to that individual when in education (classroom environment risk assessment - see appendices).
- A specific visit or activity risk assessment (see appendices) which clearly details any risks, safety measures and protocol to ensure that individuals and staff remain safe whilst in education, (typically when outside of the home).

The Education Coordinator will ensure that all teaching staff will have signed and dated that they have read all the following risk assessments:

- Each risk assessment for each pupil, which will be created by the home.
- Each specific risk assessment created by the young person's key tutor(s) that are to be used within the classroom.

Tutors are to discuss and share their risk assessments, protocol and safety measures with carer's or other members of staff who may attend the session/ outing, due to ratios or significant behaviours.

All tutors are to sign and date that they have read and agreed to the information found within each risk assessment and that they are aware of the most effective measures to use to keep a pupil and themselves safe. Should a tutor feel that they do not agree with the measures within the risk assessment, they are to communicate such concerns clearly and promptly with the Education Coordinator and any other necessary staff members. This is to be done before the young individual embarks upon the potential activity, so that all members of staff can assess any areas for development.

Tutors are to inform the Education Coordinator of any changes that have been made or areas of concern that have arisen, discussing reasons behind such changes. Tutors are to make sure that this information is fed back effectively including to carers so that the appropriate changes can be made to the risk assessment of the individual, if necessary.

Tutors hold a responsibility to the young person and their staff team to make sure that they are clearly communicating any areas of concern that may not have previously arisen within the young person's risk assessment. From this, the Education Coordinator and tutors are to work upon assessing the effectiveness of the young person's risk assessment and extend or modify the assessment where appropriate.

Key tutors have a responsibility to make sure that they communicate with carers, keyworkers and home managers to ensure that they have a clear understanding of any changes within a young person's behaviour. Key tutors monitor the specific risk assessment that they have created, adapting the assessment to accommodate any necessary changes. All tutors are to ensure that they are aware of such changes immediately, through discussions with the key tutor(s) and the Education Coordinator.

All staff sign up to working under the direction of the behaviour management strategies which will be reviewed and updated on a termly basis and/or following an incident or whenever there is a significant change with the pupil.

Activity specific risk assessments are also carried out and used in conjunction with pupil's individual risk assessment to support Lawrence House School to provide the most appropriate environment for pupils to display positive behaviours throughout the day.

k) Crisis Management

Where there is a sustained period of disruption involving more than one pupil then a wider review of the circumstances causing and continuing these matters should be carried out between the school and children's home.

The Education Coordinator should arrange a meeting with the relevant home manager, tutors and other professionals as necessary to be able to consider how the situation can be effectively managed. The outcome of the meeting should identify what further action should be taken and any strategies to be used to break the cycle of behaviour.

l) After an incident

Inevitably incidents will arise in the classroom or on teaching activities. Our aim is to ensure the young person learns from these and where possible understands their own role and in a situation.

Our pupils are learning to become adults and the understanding of their own choices is an important element of learning.

Following an incident:

- Make sure the young person is okay, consider time out or a period of reflection
- Consider how the incident has affected you as a tutor and if you need support. Record significant incidents in the Incident Log Book, in the education coordinators office at Hill House.
- For less serious incidents ensure there is effective communication with carers, both verbally and in the home school book.
- Carry out a debrief with the young person (at an appropriate time, which may be after things have calmed down)
- Debrief with the tutor

The debrief is important as part of our culture of learning. The debrief should consider any additional learning to avoid the incident reoccurring and these should feed into the individual pupil risk assessment and behaviour strategies.

We understand that there are times when young people need support and guidance to understand that their choices and behaviour are not acceptable. Lawrence House School staff try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

m) Rewards

Rewards for positive behaviour and engagement do not have to be financial and praise is a very effective tool.

- Each setting offers a daily incentive of up to £2 per day for full attendance. This is reduced reflecting attendance / punctuality
- Praise which is specific to what has been done and refers to the pupil by name. Generic well done is not specific.
- Positive feedback to carers both verbally and in the home school log book, ideally with the pupil present.
- Certificates of achievement
- Letters of commendation

Rewards should be recorded in the home school book.

n) Permitted sanctions

Simple sanctions are more effective than exclusion from class. We use sanctions in a matter of fact way expressed as a consequence of the way the pupil has chosen to behave, always trying to avoid escalating conflict.

Corporal punishment is never an acceptable sanction or action towards a pupil. Restraint may occasionally be necessary but is not a sanction but a means of keeping a person safe or preventing significant damage (see 4d above).

LHS offers education to young people who often have a very poor experience or education or a range of life trauma. We do not permanently exclude pupils as this merely shifts a problem to carers. Sending a pupil home can be a sanction but this needs to be recorded in an incident report. We actively manage (risk assess) and identify strategies for working with each pupil.

Sanctions can include:

- Verbal warning
- Further verbal warning
- A sincere apology from student to student
- Additional work exercises linked to the misdemeanour
- After a third verbal warning a pupil will be spoken to after the lesson
- Timeout
- Confiscation of problematic items
- Letter to carers
- Informal meeting with carers
- Formal meeting with carers
- Any incidents of bullying are recorded in the bullying log and are reported to the governing body termly.

Sanctions should be recorded by the tutor in the home school book.

3. Monitoring of the policy

The education coordinator's termly report to governors will report any significant issues or patterns of behaviour and a summary of significant rewards and sanctions issued from the home school book.

The Education Coordinator should use incident reports and information from the home school book as part of tutor performance management.



SPECIFIC ACTIVITY RISK ASSESSMENT

Name of Young Person: _____

Age: _____ DoB: _____

House: _____

Details of the activity or circumstance being considered / proposed:

Date the proposed activity is to be held: __ / __ / __ Time: _____

State what are the risks and to whom if the activity is authorised:

(Identify Hazards – Potential Risk – Likelihood of occurrence – Control Measures)

Is the risk:	Significant **	(high or medium)	Yes/No
	Acceptable	(low)	Yes*/No
	None known at present		Yes/No

- ** - a significant risk is one where:-
there is a risk of serious harm or death or the likelihood of harm occurring is high.
If 'yes' then complete the specific risk assessment form to enable you to decide whether the risk can be controlled sufficiently for the activity to be done or the circumstances to be allowed.
- * - If acceptable then complete the box below.

What are the proposed control measures?



What to do if the action fails?

Can the risk be taken?

Yes/No

If no, what action will be taken?

Who will monitor the action plan?

Name: _____ Position – Teacher / Tutor / House staff

Qualification / Competence (where applicable):

How will the action plan be monitored?

(where appropriate it is advisable to involve relevant others, ie Parents, YOS, CAHMS Unit staff)

How often will the plan be reviewed?

Daily

Weekly

Monthly

Other When needed

With whom and when has this risk assessment been shared?

Risk Assessment & Management Plan completed by:



Name: _____ Position: _____ Date: _____

Education Coordinator / Managers signature (where applicable)

Name: _____ Signature: _____ Date: _____

Social Workers signature (where applicable)

Name: _____ Signature: _____ Date: _____

Date Assessment to be reviewed: _____

Date copy of assessment forwarded to Head Office: _____ By whom: _____

(If applicable) Date shared with:

Service Manager __ / __ / __ Director of Social Care __ / __ / __

Appropriately Qualified and Competent Assessor __ / __ / __

Comments:

Signed: _____ Name: _____

Position: _____ Date: _____

FD/March17

CLASSROOM ENVIRONMENT RISK ASSESSMENT



Name of Young Person: _____

Age: _____ DoB: _____

House: _____

Details of the activity or circumstance being considered / proposed:

Education within the home with LHS

Date the proposed activity is to be held: __/__/__ Time: _____

State what are the risks and to whom if the activity is authorised:

(Identify Hazards – Potential Risk – Likelihood of occurrence – Control Measures)

Suggested points

- * *Food & Drink* – Risk of slips and damage to work or equipment. No food and drink in the classroom
- * *Scissors and sharp objects* – YPs to be supervised while in the education room. Count out and in equipment, keep in a locked drawer on with tutors
- * *Cleaning products and other chemicals* - All cleaning materials to be stored in locked cupboards and not left out on unit tops. Supervise use of any products.
- * *Mobile Phone* – Use of mobile phones during education time (unless requested by tutor) is against school rules. All YPs should be asked to put them away or hand them in at the start of the session.
- * *Uniform* – All YPs should be wearing their uniform or appropriate school wear. Tutors will refuse to education YPs in unsuitable clothing and nightwear.
- * *Internet usage* – All YPs should be constantly supervised while using the PCs with internet access. Tutors will assess content suitability (adult material/promotion of drugs, alcohol, tobacco/ promotion of violence, hatred, racism/gambling/ promotion of extremist/ promotion of illegal activity), age limits and use of social media (inappropriate contact with people)

Is the risk:	Significant **	(high or medium)	Yes/No
	Acceptable	(low)	Yes*/No
	None known at present		Yes/No

- ** - a significant risk is one where:-
there is a risk of serious harm or death or the likelihood of harm occurring is high.
If 'yes' then complete the specific risk assessment form to enable you to decide whether the risk can be controlled sufficiently for the activity to be done or the circumstances to be allowed.
- * - If acceptable then complete the box below.

What are the proposed control measures?



What to do if the action fails?

Can the risk be taken?

Yes/No

If no, what action will be taken?

Who will monitor the action plan?

Name: _____ Position – Teacher / Tutor / House staff

Qualification / Competence (where applicable):

How will the action plan be monitored?

(where appropriate it is advisable to involve relevant others, ie Parents, YOS, CAHMS Unit staff)

How often will the plan be reviewed?

Daily

Weekly

Monthly

Other When needed

With whom and when has this risk assessment been shared?

Risk Assessment & Management Plan completed by:

Name: _____ Position: _____ Date: _____

Education Coordinator / Managers signature (where applicable)

Name: _____ Signature: _____ Date: _____

Social Workers signature (where applicable)

Name: _____ Signature: _____ Date: _____

Date Assessment to be reviewed: _____

Date copy of assessment forwarded to Head Office: _____ By whom: _____

(If applicable) Date shared with:

Service Manager __ / __ / __ Director of Social Care __ / __ / __

Appropriately Qualified and Competent Assessor __ / __ / __

Comments:

Signed: _____ Name: _____

Position: _____ Date: _____

FD/March17