

Procedure Title – Managing and Reducing Risk

Management Information		
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Lead Service Area	Communities and Families	
Date Agreed	01 March 2023	
Last Review Date		
Next Review Date	01 March 2027	
Agreed by	Senior Management Team	
Has Screening for Equality Impact been undertaken for this procedure?	Yes/No: No Integrated Impact Assessment not required Date 10 April 2019	
Has Implementation and Monitoring been considered for this procedure?	Yes/No: Yes <i>(please specify)</i> Date 10 April 2019	
If appropriate, has Health and Safety section had oversight of this procedure?	Yes/No: Yes Date January 2019	
Name of Health and Safety contact	Martyn Philips	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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1. PURPOSE

Risk Management

“A risk is a threat that could adversely affect your ability to deliver your objectives, i.e. a future event that may or may not happen.

Risk Management is the process by which these threats are identified, assessed and actions planned to effectively manage these challenges. Please see diagram representing the risk management cycle.

*The end product of risk management is **not** a risk register; a well facilitated process ensures much broader benefits. Effective risk management enables good communication with all key stakeholders and a transparent, balanced, evidenced based approach.”¹*



This procedure sits within the Communities and Families policy ‘Included, Engaged, Involved’. All Communities and Families staff should be familiar with this policy and contribute to the development of the vision and values within the policy. There are a number of procedures which are directly linked to the policy. The related procedures and the national and local guidance, frameworks and plans that these draw upon are mapped out in appendix 1.

This procedure details the process for dealing with behaviours causing potentially serious risk to self or others within schools. This includes a procedure specifically in relation to weapons in school (appendices 2 and 3).

2. SCOPE

This procedure applies to all Communities and Families staff and partner agencies.

Alongside this procedure schools must continue to implement school wide risk management planning as outlined in [national subject based guidance and protocols](#) for example in relation to subject based risk management, catering or excursions.

All establishments should also refer to the council policy and toolkit regarding violence at work.

¹ Manchester City Council : RISK MANAGEMENT A GUIDE FOR HEADTEACHERS AND GOVERNORS

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3. DEFINITIONS

Child /Children/ Young Person / Young People: this document uses these terms to describe any person under the age of 18

Corporate parent: Describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after pupils.

Family: Describes those considered to be related to the child or young person by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child or young person.

Parent/s: Describes any person who has parental responsibilities and any person who has custody of a child or young person, including foster carers, kinship carers and a parent who shares custody.

Pupil: Describes all children and young people who are in our schools

Restorative practice: Describes a council wide way of working based on shared values including working with families collaboratively, listening to what matters to children and families and building on strengths. This way of working together has a clear focus on shared and meaningful outcomes. A restorative approach that many schools use is the facilitation of restorative conversations between those involved in incidents that undermine positive relationships.

SCERTS: Approach to assessment and intervention for Social Communication, Emotional Regulation, Transactional Supports (Relationships and Interaction).

Staff: Describes all staff working directly with pupils.

4. ACTIONS

4.1 Defining Risk

A behaviour or incident is considered to be a risk when it meets the criteria for risk of harm (in relation to self or others), harmful sexual behaviour or violence, threatened or actual, as described in the definitions within appendix 4.

Incidents involving harmful substances or weapons in school should also be considered to meet this criteria on the basis that there is a risk of harm to self or others.

The school's immediate response to such an occurrence causing risk should be based on;

- [School child protection procedure](#)
- [Improving outcomes for learners at risk of exclusion procedure](#)
- [Significant Occurrences Guidelines](#)
- [Council Prevent guidance](#)

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- [Getting it Right for Every Child planning process](#)
- [The Age of Criminal Responsibility Act](#)

When an incident of risk is known to have occurred out with school eg. in a community setting schools are also advised to follow this procedure and template to assess and manage any risk that might subsequently present within the school community.

For risk related to suicide, schools and partners should refer to the [school guidance on suicide prevention](#). [Papyrus](#) is recommended as a good source for advice and resources. A safety plan specifically in relation to risk of suicide or serious self-harm is most appropriate and can be found within the school guidance on this topic.

Where a referral to Prevent is being considered, consideration should also be given to initiating a discussion with the Young People's Service (YPS) regarding risk.

4.2 Emerging Difficulties

Behaviour is a form of communication and can be an early indication that a child or young person is in need of support or adjustments to allow them to participate and be included in their learning opportunities, activities and community.

The United Nations Convention on the Rights of the Child articles 28 and 29 describe every child's right to an education. It is essential that we work together to consider and address the needs underlying concerning behaviour so that we can work together to implement appropriate supports that enable all learners to safely attend school.

Schools and their partners should aim to identify the right supports and adjustments with children, young people and their families at the earliest opportunity. School's should use the CIRCLE inclusion resources to identify individual support needs and implement adjustments. Schools should also refer to and implement the procedure [Relationships, Learning and Behaviour](#).

If, despite initial within school support planning ([pathways 1 and 2](#)), difficulties persist the Getting it Right for Every Child Planning process should be implemented with the family and school partners such as the Educational Psychologist and Additional Support for Learning Service.

It is important that all adults supporting children and young people are trauma informed. It is very likely that children and young people who are exhibiting concerning and / or harmful behaviour may have experienced trauma, NHS Scotland have a range of resources to support all staff understand the impact of trauma. These can be accessed through the [TURAS webpage](#).

4.3 Behavioural Analysis

In many instances behaviour giving rise to concern may not meet the criteria for risk but it is regularly repeated overtime and therefore causes or increases the risk of significant challenges. This is an indication that a period of behavioural analysis would be helpful.

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When behaviour is;

- High frequency eg. regularly occurring on a daily or weekly basis
- Durable eg. Is resistant to pathway 1 and 2 supports

Schools should liaise with their Educational Psychologist / ASL Service Leader to agree a period of structured record keeping to inform a behavioural analysis. The aim of the behavioural analysis is to take a closer look at the context for the behaviour and identify potential triggers and drivers. This can be used to inform strategies and adjustments that should be incorporated into the child or young person's plan and if required a specific individualised behaviour strategy.

A behavioural analysis involves;

- Adults teaching or supporting the pupil keeping a detailed log of the circumstances around the behaviour so that it can be better understood
- Focussing on what happens immediately before, during and after the behaviour. The school Educational Psychologist or ASL lead can give further advice on recording. Templates for behaviour analysis can be found on the [Sharepoint Inclusion Hub](#).
- Once a number of incidents have been recorded, ordinarily over 2 to 4 weeks, a key adult in school meets with the school Educational Psychologist or ASL to look at what potential patterns, needs or triggers may be contributing to the behaviour
- The analysis should inform child or young person's planning and the implementation of strategies and supports which involve the parent and child or young person

4.4 School Based Risk Assessment and Management

Risk assessment involves looking at contributing factors within the child or young person's life that might give greater understanding of their support needs and provide the basis from which to predict and manage likely future risk.

Following an incident that has met the criteria for risk as outlined in section 4.1 a school based Risk Assessment and Management Plan should be progressed (appendix 5). If the child or young person has difficulties related to social communication consideration should be given to using the elaborated SCERTs based template (appendix 6). This should be done as quickly as possible but taking as long as is necessary to plan effectively.

The following aspects of school based information should be taken into consideration through an immediate risk assessment and management plan;

- School based and partner assessment information to date
- GIRFEC Child / Young Person's Planning to date
- Advice sought from school partners
- Context of incident/s – break time, classroom, community
- Equalities requirements (it is important to consider if there are any issues in relation to protected characteristics and if so record and address these appropriately)
- Frequency of incidents

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- Behavioural analysis if available
- Intensity of incidents - level of harm to self/others
- Level of likely contact with potential victims
- Whether the incident/s are alleged or confirmed
- Supports and interventions in place, including engagement and level of success
- Any dynamic factors that increase or decrease risk e.g. contact with a key relative, change in medication

In looking at this information the '4 P's' should be considered. This will inform risk management planning and prevention;

- **Predisposing factors** – such as additional support needs, peer concerns, learning difficulties, home or community issues
- **Precipitating factors** (triggers; push/pull factors) – such as changes to routine, peer influences, relationships
- **Perpetuating factors** (what maintains the behaviour) – such as getting to go home, avoiding certain classes or situations, preferred activities
- **Protective factors** (what factors offset behaviour). – such as hobbies, supportive relationships, structures and routines, communication strategies, humour, family support

This information should be considered to make the following judgements;

- The likely risk - specifically within the school environment
- Supervision and monitoring measures - measures that can be implemented to reduce risk e.g. empty bag and pockets, soft start, change of class
- Specific supports, reasonable adjustments and interventions - further assessment of support needs, restorative approaches, individualised supports /adjustments eg, visual supports, check in with key adult, place of safety
- Victim staying safe plan - supports and boundaries that allow victim/s to feel safe and access appropriate supports

If schools would like help and advice in relation to Risk Management planning, advice can be sought from the following sources;

- Psychological Services - can provide support and advice on implementing this procedure and in relation to understanding the triggers and drivers for behaviour.
- Additional Support for Learning Service – can provide advice on using the elaborated SCERTs based template.
- Young People's Service (YPS) – can provide support on approaches to assessing and mitigating high risk and dealing with alleged incidents of concern (YPS 0131 529 6700). Where there is an allocated lead professional they should be contacted in the first instance.
- Youth Justice Sergeant – Can provide support in relation to criminal proceedings, dealing with allegations and communication with families and young people to prevent community

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- escalation. Nathan.Readie@scotland.pnn.police.uk
- The Public Protection Unit (PPU) and also the Youth Justice Sergeant, Nathan Readie can be contacted to offer advice and support in relation to Age of Criminal Responsibility (ACR, under 12's) incidents or where one is expected. The PPU would potentially be responsible for raising a ACR Interagency Referral Discussion (IRD) where a particular incident can be discussed collectively. EdinburghPPUIRD@scotland.police.uk / Nathan.Readie@scotland.pnn.police.uk

When contacting any of these sources of support it can be helpful to discuss;

- Whether it would be helpful to have key partner support at the Risk Management Planning meeting discussed in section 4.5.
- Whether there are concerns about community knowledge and response to the incident.
- The extent to which the incident will involve criminal investigation and implications for adults supporting.

4.5 Risk Management Meeting

A risk management meeting is a useful forum to engage partner support to draft the school based Risk Assessment and Management Plan (appendix 5). It is an opportunity for the school to consider with their partners reasonable and viable measures to support the child or young person within the school community whilst keeping them and others safe. If partner support is not possible it is recommended that the risk management plan is completed with the support of at least one other colleague and if appropriate the parent and young person.

Risk management involves consideration of the individual, the environment and the wider community relationships. It may be necessary to discuss sensitive third party information in relation to staff or other pupils. The school may also wish to seek consultation and clarification from their partners in relation to what they can reasonably put in place and /or expect from partner services. For these reasons the family and pupil may not ordinarily attend this initial meeting, however, they should be made aware the meeting is taking place and the draft document should be written in accessible and inclusive language and shared and finalised with the family in advance of a Child or Young Person's Planning Meeting.

Schools can access support in this process through;

- Direct participation in [Risk Assessment and Management Planning](#) meeting from school partners eg. Educational Psychologist, Additional Support for Learning Service, Social Work, Young People's Service, school link officer or another police representative

4.6 Views of the Parents and Pupil

Risk management and prevention is a collaborative approach and the participation of the pupil and their family is central. In some circumstances it may not be possible to include the pupil and family in the initial risk management meeting as there may be a need to share personal information about other pupils and staff. If they do not attend the risk management meeting it is important that the parents and the pupil are offered an opportunity to speak to and share their views with an appropriate member of school staff in advance.

The parent and pupil's views are an essential component in the process and their initial thoughts on the context of the incident and supports and adjustments that would mitigate future risk, should be brought to the risk management meeting.

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The proposed [risk management plan](#) is finalised with the parent and pupil, often at a Young Person's or Child Planning Meeting.

4.7 Sharing the Risk Management and Prevention Plan

The completed risk management plan must be shared with all school staff who have regular contact with the pupil and all partner services who are in the team around the child or young person.

A proportionate approach based on the specifics of the risk management plan should also be agreed in relation to sharing details of the plan with wider groups of staff eg. supply teachers, catering staff, facilities management.

Schools should ensure there is a handover discussion including sharing of the up to date risk management plan at points of transition.

4.8 Supporting those affected by an incident

It is important to recognise the distress that some incidents can cause those in the wider school community. This is particularly the case if a pupil or member of staff has been directly affected, targeted, or injured by the incident. It is important that those affected are offered support and debriefing following such an incident. More information on staff debriefing can be found in section 20 of the [Relationships, Learning and Behaviour procedure](#).

The risk management plan should consider whether the incident has purposefully involved targeting another person. If this is the case particular consideration and thought needs to be given to how appropriate supports can be offered to both individuals within the same school community. In the case of a learner who may have a disability arising from a social communication disorder or an attachment disorder, intent and purpose should not be presumed, each case needs to be considered on its individual merits and circumstances. If the incident has involved bullying and / or prejudice, staff should refer to the procedure '[Preventing and Responding to Bullying and Prejudice Amongst Children and Young People](#)'.

When supporting the adults around the child or young person and the child or young person themselves it may be helpful to consider with them who they are getting support from and what information they are sharing. Situations that cause harm are upsetting and understandably individuals will want to share information and seek support from trusted others. However, oversharing either verbally or digitally can have unintended consequences for those that have suffered harm. This is particularly the case if information spreads throughout the wider community for example through social media.

4.9 Staying Safe Plans

A staying safe plan should be discussed and put in place for those who have been significantly affected. This should inform the risk management plan, however it is not ordinarily reasonable for it to prevent a return to school, for example it would not be appropriate for the staying safe plan to specify that one pupil or member of staff would only feel safe if the other pupil was not in the building. Reasonable measures outlined in a risk management plan to support another pupil's staying safe plan might include, modifications to timetabling, adjustments to entry and exit to school or planned activities / use of specific areas during social times. All measures should be proportionate and this would not normally extend to preventing any child or young person from attending school.

Staying safe plans can be recorded within a child or young person's plan, however at times it may be appropriate or helpful to have a separate staying safe planning document, for example for a young

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person that does not ordinarily have planning meetings. A recommended staying safe planning template can be found in appendix 7.

If through these combined risk management and staying safe planning processes it is felt that managing the needs of all those affected can not be successfully achieved, and significantly increases ongoing risk, this should be discussed with the ASL service leader and Educational Psychologist who will alert their line managers as per the [Pathways to Support Inclusion flowchart](#).

4.10 Restorative Practice and Restorative Conversations

The local authority is committed to preventative and proactive approaches to positive relationships and behaviour these are outlined in the [‘Included, Engaged, Involved in Edinburgh’ policy](#) and the [‘Relationships, Learning and Behaviour’](#) procedure. A key feature of this approach is the implementation of restorative practice by all staff and all establishments.

Incidents that have caused potential risk to self or others can be particularly damaging to relationships in the school community. Restorative practice should be central to how schools build and repair relationships and collaborate with families.

Many schools use restorative conversations as an approach to supporting understanding and respect for others within the school community. In these instances there needs to be particular thought to supports and timing to ensure the approach meaningfully engages those involved and sensitively addresses the impact on the individuals concerned. Individual needs and circumstances need to be taken into consideration. If there is uncertainty regarding the appropriateness of the approach it can be useful to discuss it with parents in the first instance. Advice on a pupil’s capacity to engage with a restorative conversation can also be sought from the Additional Support for Learning Service or school Educational Psychologist.

4.11 Harmful Sexual Behaviour

In keeping with restorative approaches there is an increasing awareness that the likelihood of incidents related to harmful sexual behaviour can be minimised through contextual approaches. These are targeted at educating, addressing and challenging harmful attitudes within communities. [Beyond Referrals](#) have produced helpful guidance and a self-assessment tool on this area for schools. Schools can also refer to our [local authority tool kit which](#) gives an overview of guidance and resources linked to this area. Many Edinburgh schools already run Mentors in Violence Prevention.

Incidents of harmful sexual behaviour should follow the risk management process detailed in this procedure. Schools are strongly recommended to adopt a preventative and protective approach by using the audit tool included in the Beyond Referrals guidance.

Problematic sexual behaviour (PBS) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn’t have an overt element of victimisation or abuse. It is often also appropriate to use this risk management process for instances of PBS. [NSPCC learning](#) is a good source of information and their [traffic light guide](#) can be a helpful reference.

A serious incident of harmful sexual behaviour (eg. rape) carried out by a child under the Age of Criminal responsibility (12 years) will be supported by the ACRA team. Schools can seek advice on this process by contacting the Public Protection Unit (PPU) by e-mail EdinburghPPUIRD@scotland.police.uk

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4.12 Excluded Pupils

Exclusion is a last resort, however if it has not been possible to safely support the pupil in school, and as a result they are excluded, it is particularly important that the Risk Assessment and Management Plan and Child / Young Person's Planning Meeting are completed in as short a period as is possible. It should however also be sufficient to allow all reasonable efforts to be made to try to resolve the situation and plan for appropriate support or provision and a successful return. This is to allow time out of education to be kept at a minimum. In these circumstances the school should refer to the [Improving Outcomes for Learners at Risk of Exclusion Procedure](#).

4.13 GIRFEC Child Planning Process

- The Risk Assessment and Management Plan should be discussed and finalised during the Child / Young Person's Planning Meeting.
- The measures that are agreed should be specified within the Planning Meeting minute as part of the single plan.
- A date to review the plan should be agreed at the meeting and the child / young person's planning process should become the forum for reviewing and adjusting supports and expectations.
- Adjustments agreed should be maintained until the next planning meeting. A plan to review any adjustments that should be reviewed in the interim period should be agreed and recorded in the plan eg. a phased return to school or from a base into classes will likely require review prior to the next planning meeting.
- The planning meeting should agree whether it is felt to be beneficial to also maintain and update a more detailed Risk Assessment and Management Plan alongside the Child / Young Person's Plan.
- If a Risk Management plan is in place for a pupil it should be reviewed and updated following any subsequent incidents. The requirement for the risk management plan should be reviewed through the Child / Young Person's Planning process.

4.14 Links to Wider Risk Management

There are several local multidisciplinary forums that monitor and co-ordinate approaches to manage and minimise risk to Children and Young people these include;

- Inter-Agency Referral Discussions (IRD) to address child protection concerns. For children under the age of criminal responsibility (ACR) a serious incident is likely to trigger an ACR IRD. This will consider both child protection concerns and potential risk to others.
- Early and Effective Intervention (EEI) – This group meets weekly to discuss young people who have come to the attention of the police on account of their offending behaviour and constitutes Edinburgh's Early and Effective Intervention (EEI) / Whole Systems Approach (WSA). The multi-agency group encompasses representatives from Police Scotland, Family and Household Support, the Young People's Service (YPS), a Children and Families Social Worker, an Education Welfare Officer and a Child and Adolescent Mental Health (CAMHS) practitioner. The group aims to divert young people from the Children's Hearings System to an

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alternative agency to address their offending behaviour aiming to ensure that only the most serious offences are referred to the Children's Reporter.

- The Children's Hearings System/ Scottish Children's Reporter Administration (SCRA) – When EEI / WSA measures have been exhausted or a child or young person presents with behaviour(s) that give serious cause for concern (whether relating to offending behaviour or wider care and welfare issues) the Children's Reporter may request information from the Social Work Department to assess whether compulsory measures of supervision (CSO) may be necessary. In the event that the Children's Reporter believes that there is a sufficiency of evidence for any ground of referral to be upheld and compulsory measures may be required, a Children's Hearing will be scheduled.
- Joint reporting - incidents that are alleged to have resulted in serious harm and or sexual violence, as well as offences such as knife possession within schools may require to be jointly reported to the police public protection unit (PPU) and the Children's Reporter.
- Care and Risk Management (CaRM) meetings are arranged for children and young people who present a serious risk of harm to others. Following the definitions outlined in the CaRM [procedure](#), a referral should be considered where there are concerns about a child or young person's harmful behaviour, regardless of the legal context. The principles of GIRFEC must be followed, where there is a lead professional concerns regarding a child or young person's behaviour must be raised with them in the first instance. Prior to making a CaRM referral professionals from education should follow the Managing and Reducing Risk Procedure for education.

Children or Young people who have been identified through these fora or via other channels as placing themselves and/or others at serious risk of harm will often be referred to the Young People's Service (YPS) for support. A core task completed by practitioners in the YPS is risk assessment and formulation which generally involves the use of a specific risk assessment tool(s) to supplement their own structured professional judgement (SPJ).

The process of completing YPS risk assessments can vary from case to case but generally takes 4-6 weeks. In these instances, an immediate education plan will need to be formulated in the meantime based on a snapshot of identified risks and needs, key strengths and critical vulnerabilities. In the event that a child or young person who is the subject of a specific risk assessment from YPS remains in school, liaison between the school and the YPS is encouraged to ensure any school based risk assessments and plans are comprehensive and targeted.

4.15 Recording Incidents

Incidents that cause or risk serious harm or threat of harm to others must be accurately recorded on the SHE portal using the most appropriate category.

Schools should also record incidents within pastoral notes taking care to report factually and also record any views expressed by the parent and pupil. For incidents that may result in exclusion the school may find it helpful to use the recording template in appendix 4 of the 'Improving Outcomes for Learners at Risk of Exclusion' procedure.

It is important that the school also considers the pupil wellbeing and whether the incident raised concerns that should be recorded using the Getting it Right for Every Child Wellbeing Concern form.

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5. RESPONSIBILITIES

Psychological Services has responsibility for the maintenance of this procedure.

School senior management teams are responsible for the implementation of this procedure within their school.

6. POLICY BASE

This policy has been developed to support the local authority to implement Scottish Government Guidance:-

- Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- Youth Justice: risk assessment management framework and evaluation guidance (2021). <https://www.gov.scot/publications/framework-risk-assessment-management-evaluation-guidance/>
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>
- Age of Criminal Responsibility Act Scotland (2019) [Age of Criminal Responsibility \(Scotland\) Act 2019 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2019/12/section-1)

7. ASSOCIATED DOCUMENTS

Appendix 1 Associated Policies, Procedures and Strategic Plans

Appendix 2 Weapons in school guidance

Appendix 3 Weapons in school flowchart

Appendix 5 Risk Assessment and Management Plan template

Appendix 6 Elaborated Risk Assessment and Management Plan template

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Appendix 10 Pathways to Support Inclusion

Violence at work council policy and toolkit

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8. RECORD KEEPING

When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

Record Title	Location	Responsible Officer	Minimum Retention Period

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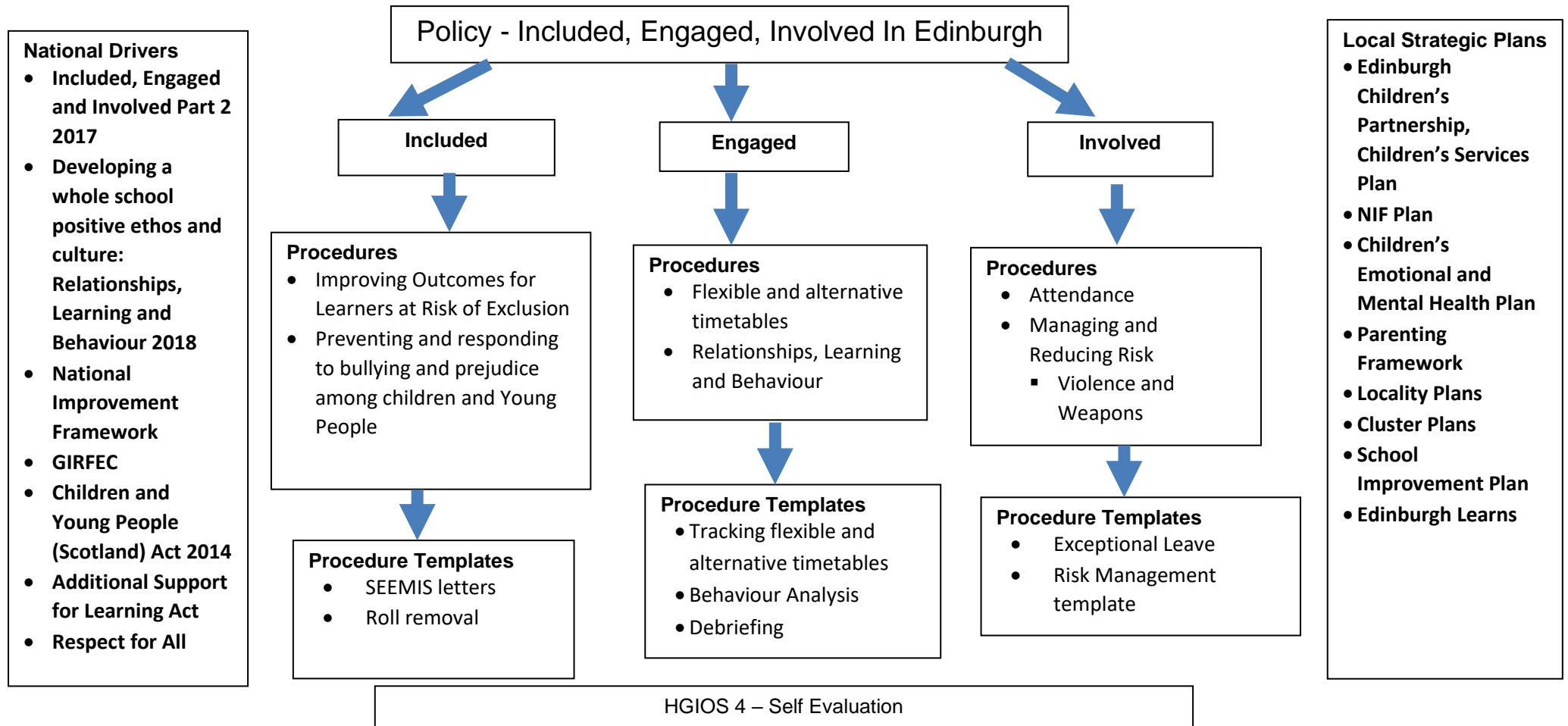
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Appendix 1: Examples of Associated Policies, Procedures and Strategic plans



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Appendix 2 - Weapons in School

If there is a perceived, current and immediate threat to life of self or others due to the use or threatened use of a weapon then Police Scotland must be contacted immediately on 999.

The Headteacher should be informed at the earliest opportunity in these circumstances.

Suspected Weapon in School

Where school staff suspect that a child or young person may be in possession of a weapon, such as a knife, in school, this should where possible be referred to the headteacher or in their absence the member of staff deputising immediately. Staff should not directly challenge the child or young person.

The head teacher should decide, based on the evidence, whether it is;

- safe to take reasonable measures to check if the child or young person has a weapon
- there is sufficient evidence and high concern indicating the school should request support from the police

Key considerations;

- The evidence that is suggesting they may have a weapon
- The wider context and previous behaviour pattern of the pupil eg. are they known to have had weapons in other settings
- The arousal level of the pupil
- The current level of co-operation from the pupil
- Knowledge of any threats made to members of the school community
- The quality of relationship between key staff and the pupil

Reasonable measures

A member of school staff, in the presence of another member of staff (where possible a senior member of staff), may – if they believe it is safe to do so – ask the pupil to disclose and display the contents of pockets or bags, to ascertain if there is a weapon. **This is a voluntary process where the pupil is given the opportunity to co-operate with school staff to resolve concerns. Please note only Police can conduct a physical search.**

If the pupil will not co-operate by displaying their belongings, then the pupil should be asked to remain where they are and the police should be called immediately.

Key considerations;

- Aim to involve a member of staff who has a good relationship with the pupil
- Allow the pupil privacy from others who are not involved
- Consider the environment to avoid a situation where staff could be blocked from leaving

Police Support

If the school need to request police support, either because they have discovered a weapon or because the school have not felt it was safe to carry out a voluntary search, a strategy should be agreed to monitor the pupil and where possible isolate them temporarily from the wider school community until such time as the police are able to assist.

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If through a voluntary search, a weapon or suspected weapon is confirmed, the Headteacher or their delegated representative should contact Police Scotland. It is important that whilst the school await advice from police that the weapon is stored safely and there is minimal handling of it.

Informing Parents

If the school has had to request a voluntary search and have confirmed that there was no weapon parents should be alerted of the circumstances and action at the earliest opportunity.

In all situations that Police Scotland have been involved in, appropriate communication with the parents should be agreed with Police colleagues before they leave the school. It is the responsibility of the Police to explain the circumstances and action taken to the parents.

Recording

In all circumstances actions must be recorded in SEEMIS pastoral notes.

If a weapon is found or a dangerous object is used as a weapon it should also be recorded through the SHE portal.

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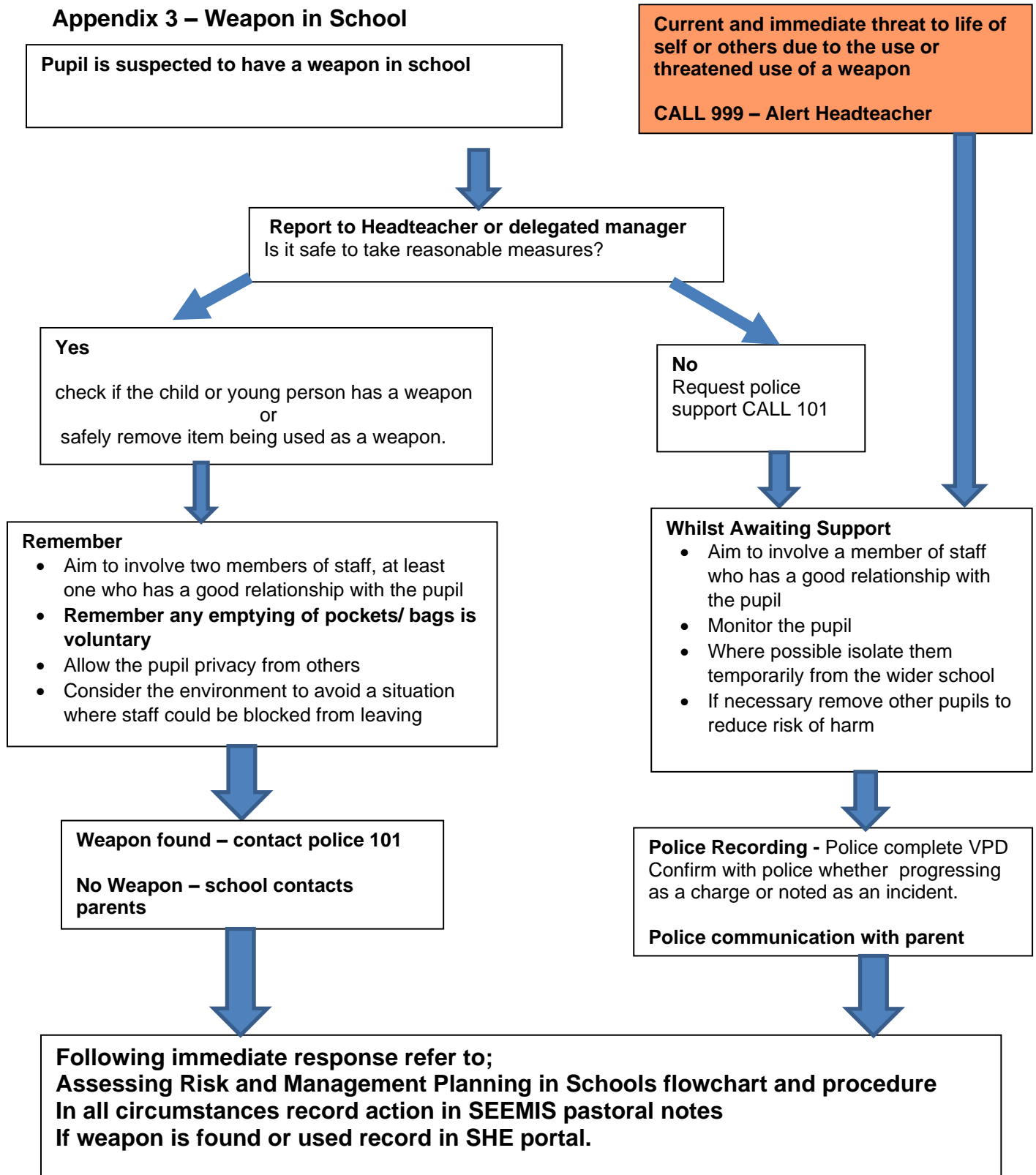
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Appendix 3 – Weapon in School



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Appendix 4 – Definitions

Age of Criminal Responsibility: The Age of Criminal Responsibility (Scotland) Act 2019 was fully commenced on 17 December 2021. The aim is to support children in a trauma informed way to understand what has happened and support them to get the help they need. The use of language is important and it should not criminalise children, be stigmatising or labelling. The threshold of harm to trigger measures via ACR are therefore set high and children under the age of 12 can no longer be charged or arrested. Although a Child under 12 does not have criminal responsibility serious incidents will continue to require to be effectively investigated as outlined in this procedure.

Police still record crimes for those who come into conflict with the law, but are not criminally responsible. These may not meet ACR threshold but nonetheless Police still carry out enquiries and investigations, but do not arrest and or charge those coming into conflict with the law, who are under 12 years of age. On this happening, and review of the circumstances, this may lead to the matter being referred to EEI via a Vulnerable Person Database form, if there is an allocated worker the form shared with them, or if meriting it, the circumstances being passed to SCRA.

Behavioural Analysis: a chart is used to record and reflect on patterns of behaviour over time. This allows supporting adults to identify and minimise potential triggers or drivers for behaviour. The two most commonly used charts are an ABC or STAR chart. Colleagues in Psychological Services and ASL services can offer support to schools in relation to their use.

Inter-agency referral discussion (IRD) : when a child protection issue is raised, there is an initial discussion between Police Scotland, Social Work and Health. Information is shared and assessments undertaken regarding how any issues should be addressed. This may result in a Child Protection Case Conference or a Young Person's Risk Management Case Conference

Harmful Sexual Behaviour: violent or sexually coercive behaviour which has caused or risks causing harm (whether physical or not) to another person.

Multiagency Care and Risk Management (CaRM): supports a rights respecting approach to supporting young people (12 to 17) who present a risk of serious harm to others to have the support and opportunities to grow, develop and realise their potential. Young people supported through CaRM have been alleged to have caused harm to others through serious violence or harmful sexual behaviour.

Referral to CaRM may be initiated by a range of professionals and agencies. The principles of GIRFEC must be followed, where there is a lead professional concerns regarding a child or young person's behaviour must be raised with them in the first instance. Prior to making a CaRM referral professionals from education should follow the Managing and Reducing Risk Procedure for education. More information on the CaRM process can be found [here](#).

Public Protection Unit (PPU): the PPU are responsible for investigating offences against children of a serious sexual nature. They are also responsible for raising and conducting ACR IRDs.

Risk of Harm: For the purpose of this procedure risk of harm is defined as any behaviour that:

- resulted in serious harm to other people
- indicates the young person was intending/preparing to cause harm to others

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- was very likely to have unintentionally caused serious harm to others (e.g. behaviour related to an additional support need, throwing a dangerous object in frustration)

Risk of Serious Harm: When considering Risk of Serious Harm (RoSH), harmful sexual behaviour means violent or sexually coercive behaviour which has caused or risks causing harm (whether physical or not) to another person. Serious violence means behaving in a violent or dangerous way which has caused, or risks causing, serious physical harm to another person. Consideration must be given not only to the impact of threat and physical or psychological trauma caused, but also to the level of intent, use of force or coercion and potential as well as actual harm.

Risk Management Authority (RMA): an independent Non-Departmental Public Body (NDPB), established in 2005, tasked with supporting the work undertaken by statutory, voluntary and private organisations to ensure that standards of effective and robust risk management practice are set, adopted and maintained with regards to violent and sexual offenders

Young People's Service (YPS): a city wide social work team, which specialises in assessing and supporting children in conflict with the law (children and young people aged 8-17); YPS social workers are trained to use accredited risk assessment tools in relation to offending; violence; and harmful sexual behaviour (HSB).

Youth Justice Sergeant: has responsibility for all offences alleged to have been committed by children and young people under the age of 18 in Edinburgh. They work very closely and in partnership with a variety of agencies and organisations who deal with children and young people that come into conflict with the law, aiming to ensure the correct and most appropriate response is taken. The Youth Justice Sergeant will also, when appropriate and necessary, engage with those that have alleged to have harmed others, and those that have alleged to have been harmed, as well as their respective families.

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Appendix 5: Pupil Risk Assessment and Management Plan

NAME OF SCHOOL:

PUPILS NAME	
DOB	
SEEMIS ref no	

Hazards	
KNOWN BEHAVIOURS (for recurrent behaviours consideration should be given to the use of behavioural analysis tools such as ABC or STAR charts)	Please ensure that you describe the behaviour in as much detail as possible. State any known triggers. State the frequency of the behaviour and give an indication of any pattern you are aware of (e.g. every Tuesday after lunch).
Behaviour • Triggers • Frequency • Patterns •	

Risks	
ASSOCIATED RISKS	Please outline the risks to the pupil and / or to staff and others. Please state who might be harmed and how.
•	

Assessment - Use the matrix below and the Child's Plan (if available)	
Vulnerabilities	
Strengths and Protective Factors	
Pupil Views	
Parent / Carer Views	

Measures taken to reduce risk	
Support / Strategy	who / where/ what

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Actions (prevention)	
RISK PREVENTION	Please outline any further actions that are likely to minimise or prevent the challenging behaviour from occurring in the first place.
How can supporting adults reduce the likelihood of the risky behaviours?	
How can supporting adults reduce the impact of the risky behaviours?	

Actions (de-escalation)	
MANAGING THE BEHAVIOUR	Please outline the actions that are likely to support the pupil and keep them, yourself and others safe. Make use of information from anyone with a good relationship with / understanding of the pupil.

Further Actions and Supports (should be incorporated into Child's Plan)			
Action	Who	By When	Evaluation

ASSESSMENT COMPLETED BY				
NAME			DATE	
JOB TITLE			SIGNATURE	

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IN CONSULTATION WITH		Please make a note of all those involved in this risk assessment – e.g. the pupil, parents, other professionals.		

PLEASE NOTE: A risk management plan must be kept up to date. It should be reviewed after every incident or every term.

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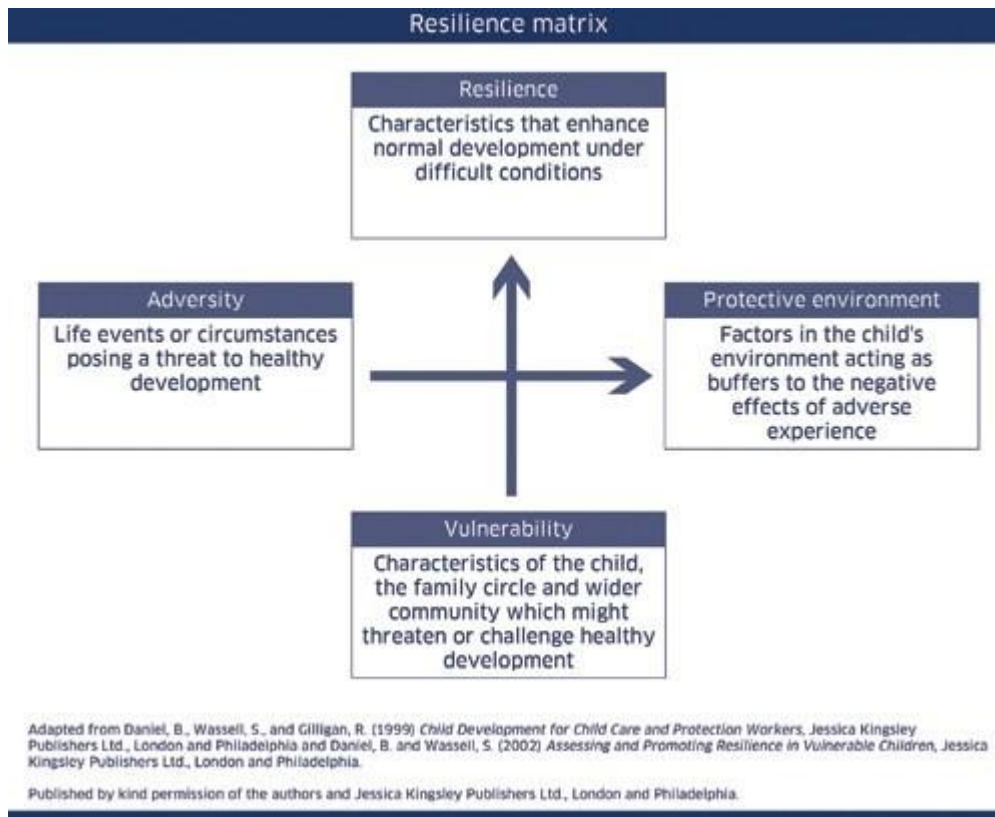
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APPENDIX: GIRFEC Resilience Matrix



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Appendix 6: Elaborated Pupil Risk Assessment and Management Plan

Name of school	
Name of child/ young person	
Date of birth	
Date completed	
Date shared with parent carer	
Review date	

Step 1: Describe behaviour that may present risk or cause actual harm	
Prompts:	Examples:
If the behaviour only happened once, state this	<ul style="list-style-type: none"> “Once threw a chair in the direction of a window and broke the glass”
Describe the behaviour in detail stating: <ul style="list-style-type: none"> Who was affected (adult or child) What happened (said, hit, kicked, threw) Where on the body contact was made (head, upper body, arm) What objects were involved What words were spoken 	<ul style="list-style-type: none"> “Once hit a child on the head using his hand” “Hits adults on the upper body using small objects, e.g. ruler or book”
‘Say what you see’ rather than labelling the behaviour or ascribing any intent.	<ul style="list-style-type: none"> “Put two hands on a child’s throat and squeezed” rather than “Tried to strangle someone” ‘Said, I’m going to kill you’, rather than “threatened to kill people” Said, “No I won’t, I hate you” rather than “Spoke disrespectfully to adults”
What is the child/ young person doing?	

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Step 2: Describe known triggers	
Prompts:	Examples:
Record words that may present as a trigger to the child	“No”, “Stop”
Record situations that may present as a trigger to the child	turn-taking, waiting, collaborative group work
Events or occurrences that may present as a trigger to the child	Disrupted expectations, unexpected changes (to timetable, staffing, environment)
Perceptions that may present as a trigger to the child	Perceived unfairness, injustice, inconsistency
If no triggers have yet been identified, rather than saying “There are no triggers” state, “Triggers not yet identified”.	
What do you think may be leading to the behaviours?	

Step 3: Describe any patterns observed	
Prompts:	Examples:
When are behaviours most likely to be seen?	<ul style="list-style-type: none"> Early morning/ before lunch/ after lunch/ end of day Start of the week/ end of the week Start of term/ end of term/ Before/during/ after a particular subject In the presence of a particular person Break/ lunch time Less structured times During collaborative group work or tasks Before/ during/ after transitions Hard to identify patterns
When are you most likely to see the behaviours?	

Step 4: Outline the risks to child or young person, staff, peers or others	
e.g. Risk of physical injury; Risk to emotional wellbeing; Risk of interrupted learning	
Risk to self	
Risk to peers	
Risk to staff	

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Step 5: Identify high risk behaviours
Selecting from the list in Step 1, list up to 3 behaviours the team consider to present the greatest risk
<p>List up to three behaviours that you consider to present the greatest risk</p> <ul style="list-style-type: none"> • • •

Step 6: Current supports	
<p>What strategies, adjustments, adaptations and supports do you already have in place for this child. Rather than stating that there is a PSA or “1:1 support” in place, please describe the actions that this person is undertaking or the support that they are providing.</p> <p>List all strategies that you currently have in place. Please comment on how well Key Messages (numbered 1-3 below) from the ASD Whole School Training have been implemented. Add any additional strategies that are being used. Comment on how consistently each is being implemented and any adaptations that need to be considered.</p>	
Social Communication	
1. Individual Visual Timetable	
Emotional Regulation	
2. Single Individual Safe Space	
Transactional Supports	
3. Say less	

Step 7: List Further control measures required to reduce anxiety and therefore likelihood of behaviours:	
Social Communication	
1. Individual Visual Timetable	

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Emotional Regulation	
2. Single Individual Safe Space	
Transactional Supports	
3. Say less	
<i>Staff guidance</i>	<i>ACTION: A staff guidance sheet to be put together and shared with all school staff</i>

Step 8 Actions (de-escalation)
Please outline the actions that are likely to support the pupil and keep them, yourself and others safe. Make use of information from anyone with a good relationship with / understanding of the pupil.
<i>All outings to be risk assessed on individual basis</i>

Assessment led by:			
Name		Date	
Job title		Signature	
In consultation with:	Role:		

Please note: A risk assessment must be kept up to date. It should be reviewed after every incident.

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Appendix 7

STAYING SAFE PLAN

The purpose of a staying safe plan is to agree with a child or young person measures that can be put in place to support them to feel safe in school. This is normally triggered by a worrying or upsetting event of some sort either in the school or local community.

The child or young person's views are crucial to ensuring an effective staying safe plan.

Ordinarily the views of significant adults in their life, like a parent or carer, are also key.

This staying safe plan is for: Click or tap here to enter text.

It was agreed with: Click or tap here to enter text.

It was agreed on: Click or tap here to enter text.
enter text.

It will be reviewed on: Click or tap here to

It was agreed at a Young Person's Planning Meeting Yes ☐ No ☐

It was agreed the plan should be shared with: Click or tap here to enter text.

Concerns and Worries:

Positives that are going well:

Trusted Adults:

Agreed Actions:

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Appendix 8 RM Flowchart

Event causing or likely to cause risk of harm to self or others
e.g. physical assault, threat with weapon, sexual assault,
absconding

Action

- Immediate measures taken to ensure safety
- Record in pastoral notes and if appropriate SHE portal
- School Risk Management (RM) Plan developed with relevant partners and prioritised by TatC/YP.
- School should consider if a staying safe plan for victim/s is also needed.
- Parents and pupils consulted (re: their child's plan).
- Plan finalised as part of C/YPPM

NB if child excluded see [Improving Outcomes for Learners at Risk of Exclusion Procedure](#)

NB LAC CYP should not be excluded but alternatives to exclusion sought in conjunction with school partners.

Is the incident considered a serious risk of harm to self or others?

Yes

Young People's Service (YPS) may be able to support School RM plan. Keep strong communication between YPS lead and school.
YPS 0131 529 6700 Police advice and support
PPU - EdinburghPPUIRD@scotland.police.uk
Youth Justice Sergeant - Nathan.Readie@scotland.pnn.police.uk
0131 221 2048 / 07891793105

No

Follow RM Plan and review/update if other incidents arise

RM plan identifies measures that can be put in place to mitigate risks

Yes

RM Plan shared with all relevant school staff.
Agree proportionate plan shared with wider staff eg supply staff/catering/FM

Consensus not reached

No

ASL SL or EP escalates concern to their senior to engage authority support

RM Plan reviewed by senior managers in ASL and further support and advice offered to team around the C/YP – inclusion flowchart

- Ongoing GIRFEC Child planning processes and review of Risk Management Plan
- Consideration of further assessments including update of integrated Assessment of Need

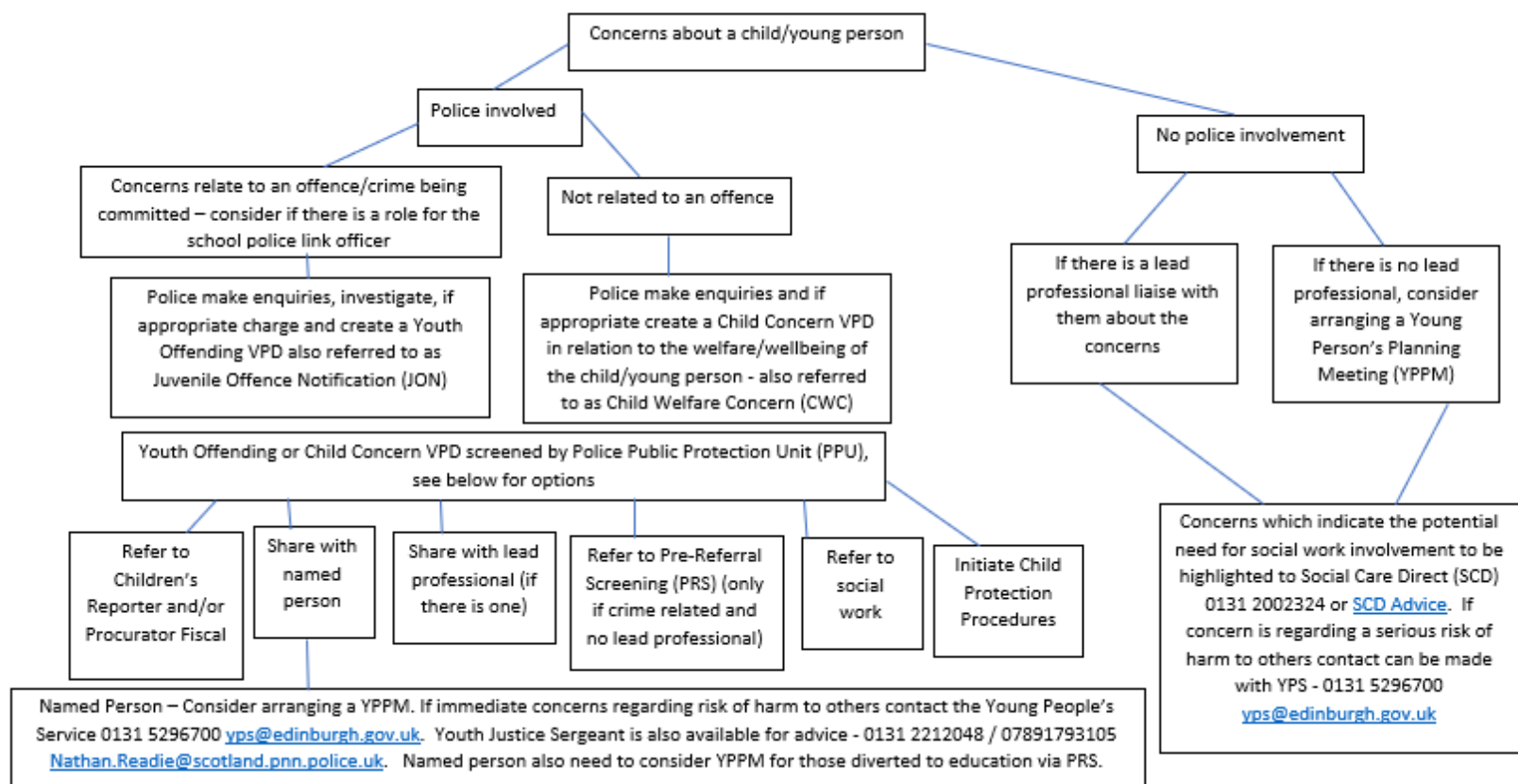
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Appendix 9 – Children in Conflict with the Law

Children in Conflict with the Law – Guide for Education

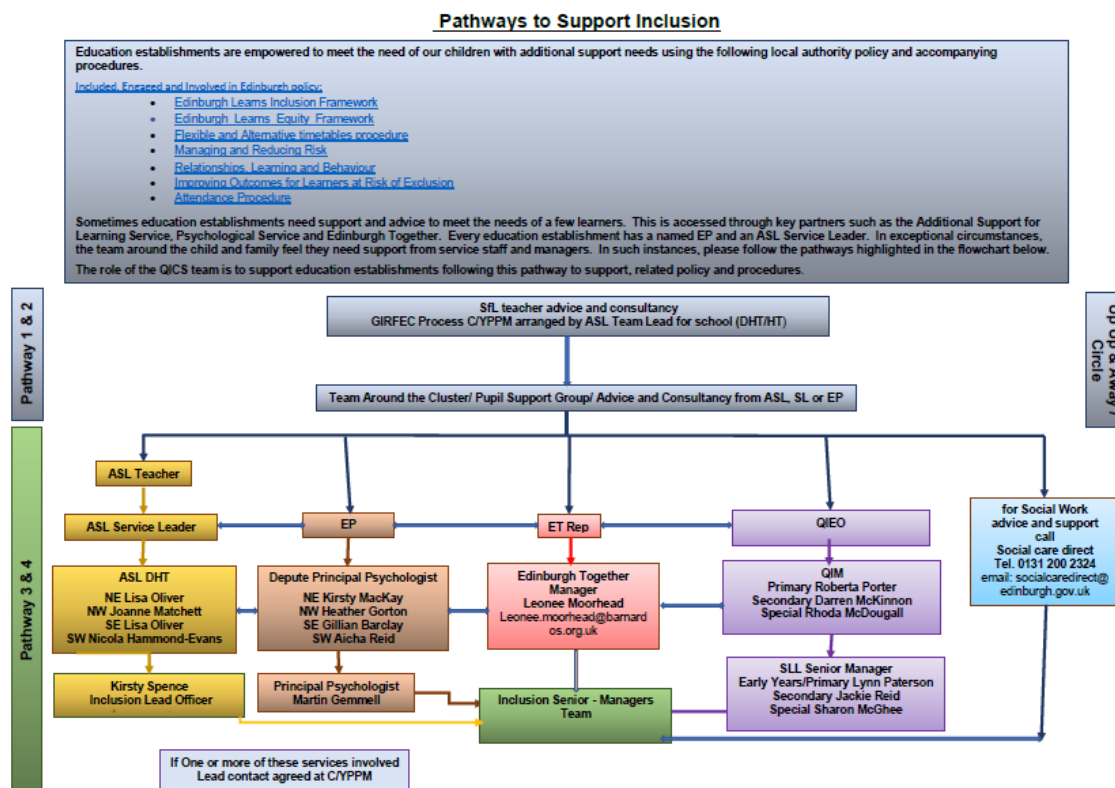


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Appendix 10 – Pathways to Inclusion Flowchart [Pathways to support Inclusion Colour Updated 1022.pdf](#)



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