

# Behaviour risk assessment tool – safety or wellbeing

This tool will assist principals to determine the:

- level of risk to the safety or wellbeing of members of the school community; and
- likelihood the behaviour will adversely affect the good order and management of the school.

This process involves determining the level of risk associated with the behaviour and the potential impact or adverse outcome. In order to assess the level of risk, it is important to consider the available information including, but not limited to:

- information held by the school about the student and their previous disciplinary record;
- the known behaviour(s) of the student;
- the student's Individual Behaviour Support Plan (if they have one);
- the school's knowledge of the student's individual circumstances, including their family context;
- any information provided from the Queensland Police Commissioner to the Director-General; and
- the ability of the school to implement adequate controls and actions to reduce or manage the behaviour risk.

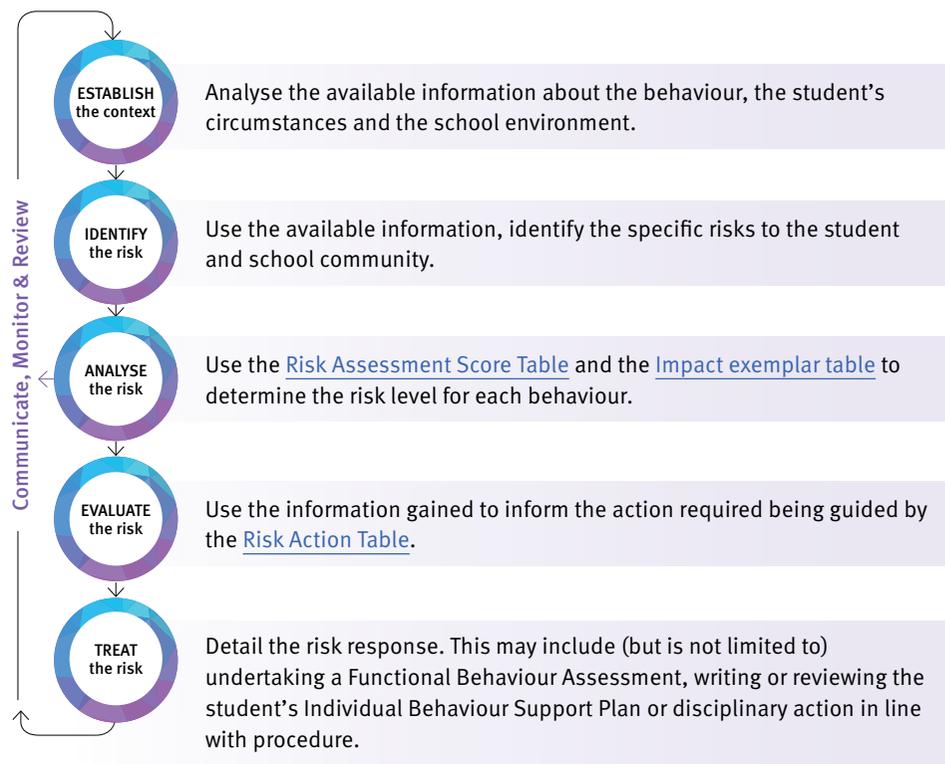
A risk assessment process is required prior to identifying an appropriate disciplinary response or intervention for students charged with or convicted of an offence; or are being considered for exclusion from certain or all state schools.

A risk assessment should also be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

## Risk assessment process

The [Enterprise Risk Management Framework](#) outlines a risk assessment process which has been incorporated into this tool and is contextualised below:



Principals should complete the [Risk evaluation form](#) on page 7 and [Responses for unmanaged identified risk](#) on page 8 and ensure a signed copy is uploaded into the individual student's OneSchool Support record. Pages 2–6 provide guidance and instruction to complete the document.

## Risk Assessment Score Table

		LIKELIHOOD OF THE BEHAVIOUR					
		How likely is it that the behaviour may occur again? Refer to the individual student's OneSchool data to determine the likelihood of the behaviour.					
		Rare May occur in exceptional circumstances.	Unlikely Unlikely to occur in some circumstances. For example, less than once per month*	Possible Possible to occur in some circumstances. For example, one to three times per month*	Likely Likely to occur. For example, one or more per week*	Almost certain Almost certain to occur. For example, daily*	
IMPACT OF THE BEHAVIOUR	If the behaviour occurred, what would the impact be on the school community?	A behaviour that causes <b>insignificant impact</b> on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm.	Low risk	Low risk	Low risk	Low risk	Low risk
	A behaviour that causes <b>minor impact</b> on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk.	Low risk	Low risk	Medium risk	Medium risk	Medium risk	
	A behaviour that causes <b>moderate impact</b> on the safety or wellbeing of others, self and/or school community that has the potential to require an immediate response to avert an adverse outcome and reduce risk to the student or others.	Medium risk	Medium risk	Medium risk	High risk	High risk	
	A behaviour that causes <b>major impact</b> on the safety or wellbeing of others, self and/or school community that has the potential to cause significant injury; or an outcome that requires an emergency first aid response/ medical treatment.	Medium risk	Medium risk	High risk	Extreme risk	Extreme risk	
	A behaviour that causes <b>serious and critical impact</b> on the safety or wellbeing of others, self and/or school community that has the potential to cause serious injury that requires an emergency response, medical treatment, or a behaviour that is illegal.	Medium risk	High risk	High risk	Extreme risk	Extreme risk	

\*Principals will use their professional judgment in interpreting the impact of a particular behaviour in the context of the school environment, the impact on the community and the known risk variables.

## Risk Assessment Score Table continued

### Managing risk

Where possible, controls and actions to mitigate the risk should be prioritised. An experienced specialist teacher may conduct a Functional Behaviour Assessment to identify appropriate control measures. Examples of controls are:

- 1:1 supervision
- restricting school-based activities
- an individually adjusted timetable
- increased supervision of risk areas
- reduced access to specified school environment.

The risk level assessment should be determined **after** controls and actions to mitigate the risks have been identified and put into place. For example, a control for a student who has charges pending regarding an offence involving sharing indecent images with others, might include restricted access to IT applications and 1:1 supervision out of class. The risk level without controls and actions might be assessed as 'High', however, once controls and actions are in place, the risk level may be assessed as 'Medium'.

RISK LEVEL	DEFINITION
Low risk	<b>Behaviours that typically require a differentiated response</b> Can be managed by routine procedures — mitigate and monitor, plan permanent controls in the long term
Medium risk	<b>Behaviours that typically require a differentiated response</b> Action by administration to mitigate risk — interim controls to be identified to reduce risk until permanent solutions are in place
High risk	<b>Behaviours that typically require a focussed response</b> Immediate action required by principal — prioritise behaviour management plan and risk assessment issues; monitor closely and review regularly
Extreme risk	<b>Behaviours that typically require an intensive response</b> Immediate action required by principal — emergency procedures in place e.g. call 000, school lockdown

## Impact exemplar

Principals can use the table below as a guide to assist with decision making about the impact of a particular behaviour. It is a guide and as such principals will use their professional judgment in interpreting the impact of a particular behaviour in the context of the school environment, the impact on the community and the known risk variables. The table is a list of examples, it does not take account of the dynamic nature of risk, and therefore the frequency and likelihood of an adverse outcome must also be considered.

		EXAMPLES OF BEHAVIOURS	
IMPACT OF THE BEHAVIOUR	If the behaviour occurred, what would the impact be on the school community?	<p>A behaviour that causes <b>insignificant impact</b> on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm.</p> <p><b>These are behaviours that typically require a differentiated response.</b></p>	<ul style="list-style-type: none"> <li>• Calling out in class and causing minor disruption to lessons.</li> <li>• Arriving late to class, calling out and making faces at other students.</li> <li>• Not following simple instructions or putting hand up when appropriate.</li> </ul>
	<p>A behaviour that causes <b>minor impacts</b> on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk</p> <p><b>These are behaviours that typically require a differentiated response.</b></p>	<ul style="list-style-type: none"> <li>• Hiding the property of other students.</li> <li>• Becoming upset and their behaviour escalates, causing minor disruption.</li> <li>• Constantly distracting others who are in close proximity to them.</li> <li>• Swearing at staff and others and making low level threats.</li> </ul>	
	<p>A behaviour that causes <b>moderate impact</b> on the safety or wellbeing of others, self and/or school community that has the potential to require an immediate response to avert an adverse outcome and reduce risk to the student or others.</p> <p><b>These are behaviours that typically require a focussed response.</b></p>	<ul style="list-style-type: none"> <li>• Makes threats of physical violence to other students, with no previous history of following through.</li> <li>• Locking themselves and/or others in an area and refusing to leave.</li> <li>• Throwing objects around a classroom with or without intention of hitting other students or teachers.</li> </ul>	
	<p>A behaviour that causes <b>major impact</b> on the safety or wellbeing of others/self that has the potential to cause significant injury; or an outcome that requires an emergency first aid response/ medical treatment / may be illegal.</p> <p><b>These are behaviours that typically require an intensive response.</b></p>	<ul style="list-style-type: none"> <li>• Selling or supplying drugs or drug paraphernalia that may or may not be illegal substances.</li> <li>• Bringing a concealed weapon to school.</li> <li>• Using sexualised threatening language towards others.</li> <li>• Self harm.</li> </ul>	
	<p>A behaviour that causes <b>serious and critical impact</b> on the safety or wellbeing of others or self that has the potential to cause serious injury that requires an emergency response, medical treatment; causing/ leading to death; or a behaviour that is illegal.</p> <p><b>These are behaviours that typically require an intensive response.</b></p>	<ul style="list-style-type: none"> <li>• Running onto a busy road.</li> <li>• Brandishing a weapon at other people.</li> <li>• Physically attacking other students or staff causing physical injury necessitating an emergency response.</li> <li>• Touching another person inappropriately, without their consent (sexualised touching or behaviours).</li> <li>• Requiring the attention of Queensland Ambulance Services as the result of physical injury or serious emotional upset (including suicide ideation).</li> </ul>	

## Risk Action Table

Once a risk has been identified it is important to ensure that action is taken to reduce or mitigate against the known risk. The **Risk Action Table** is provided only as a guide to assist principals and staff in their decision making. Staff will use their professional judgment in balancing all the information known to them:

- about the specific situation;
- about the student;
- contextual to the known behavioural risk;
- to evaluate the risk; and
- to ensure that they take action aimed at reducing or treating the risk.

It is important to ensure that any action taken in regard to mitigating risk is consistent with the school **Student Code of Conduct**.

**Principals may also need to consider any identified risk within a workplace health and safety context, including identifying any risk that remains unmanaged or untreatable and escalating those issues to their regional supervisor.**

LEVEL OF RISK	EXAMPLES OF RISK ACTIONS AND CONTROLS
<p><b>Low risk</b> These behaviours are those that typically require a differentiated response.</p>	<ul style="list-style-type: none"> <li>• Identify behaviours and plan to monitor the behaviour.</li> <li>• Review each semester to ensure the level of risk remains low.</li> <li>• Communicate any concerns with the student parents.</li> </ul>
<p><b>Medium risk</b> These behaviours are those that typically require a differentiated response.</p>	<ul style="list-style-type: none"> <li>• Implement risk mitigation controls and actions, plan to undertake a Functional Behaviour Assessment.</li> <li>• Develop and implement a Behaviour Support Plan.</li> <li>• Review the Behaviour Support Plan as required.</li> <li>• Communicate any concerns with the students' parents.</li> </ul>
<p><b>High risk</b> These behaviours are those that typically require a focussed response.</p>	<ul style="list-style-type: none"> <li>• Immediately respond to reducing the risk and reporting any potential illegal behaviour or risks through the appropriate channels and to the police if necessary.</li> <li>• Notify the students' parents that their behaviour is cause for serious concern.</li> <li>• Implement immediate risk mitigation controls and actions.</li> <li>• Undertake a Functional Behaviour Assessment.</li> <li>• Develop and implement a Behaviour Support Plan.</li> <li>• Review the plan on a regular basis (at least once a month).</li> <li>• Review the associated risk on a regular basis (at least each term).</li> <li>• Convene a stakeholder meeting if appropriate.</li> </ul>
<p><b>Extreme risk</b> These behaviours are those that typically require an intensive response.</p>	<ul style="list-style-type: none"> <li>• Immediately respond to reducing the risk and reporting any potential illegal behaviour or risks through the appropriate channels and to the police if necessary.</li> <li>• Ensure that the student and/or others are safe and no longer at ongoing risk.</li> <li>• Notify the students' parents that their behaviour is cause for serious concern.</li> <li>• Implement immediate risk mitigation controls and actions.</li> <li>• Undertake a Functional Behaviour Assessment.</li> <li>• Develop and implement a Behaviour Support Plan.</li> <li>• Review the plan on a regular basis (at least weekly).</li> <li>• Review the associated risk on a monthly basis.</li> <li>• Convene a stakeholder meeting if appropriate.</li> </ul>

## Risk evaluation

Principals are responsible for the workplace health and safety of their school. From a workplace health, safety and wellbeing perspective it is important to balance the risk to staff and students and ensure that, so far as **possible and practicable**, the safety of everyone in the school community is protected.

A record must be maintained of the [Risk evaluation form](#) and [Responses for unmanaged identified risk](#), which will help to identify the risk actions and controls. In behavioural terms the risk actions and controls are usually positive and proactive evidence based behaviour support strategies that are documented in the student’s Individual Behaviour Support Plan (IBSP). **Upload a signed copy of the Risk evaluation form and Responses for unmanaged identified risk into the individual student’s OneSchool record.**

For reference, use the [Risk Assessment Score Table](#) in describing the impact and likelihood of the behaviour (which will generate the risk rating). See example below.

### Example risk evaluation

Identify and describe risk behaviour/s	Impact of the behaviour (refer to page 4)	Likelihood of the behaviour	Risk rating (refer to page 3 — impact/likelihood)	Planned risk actions and controls (refer to page 5 for example risk actions)	Staff member with responsibility (name and position title)
<p><i>Student A makes verbal threats that they will physically injure student B while in school and will target student B during school lunch breaks.</i></p> <p><i>Student A will make threats of physical harm to student B at least once each week.</i></p>	<input type="checkbox"/> Insignificant impact <input checked="" type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input checked="" type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input checked="" type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk	<ul style="list-style-type: none"> <li><i>Student A will be disciplined in line with the school’s Code of Conduct in regard to threats of physical violence against Student B.</i></li> <li><i>Student A will be counselled to avoid contact with Student B.</i></li> <li><i>Student A has a Behaviour Support Plan, this can be found on OneSchool and documents evidence-based behaviour support strategies aimed at reducing their risk behaviours.</i></li> </ul>	<p><i>Principal, Paige Turner</i></p>
<b>EXAMPLE ONLY</b>					

## Risk evaluation form

Please ensure this completed form is uploaded to the student's individual OneSchool Support record. A Word version of the Risk evaluation form and Responses for unmanaged identified risk can be found in the [Student discipline procedure](#).

Student name:	
School name:	

Identify and describe risk behaviour/s	Impact of the behaviour (refer to page 4)	Likelihood of the behaviour	Risk rating (refer to page 3 – impact/likelihood)	Planned risk actions and controls (refer to page 5 for example risk actions)	Staff member with responsibility (name and position title)
	Insignificant impact Minor impact Moderate impact Major impact Critical impact	Rare Unlikely Possible Likely Almost certain	Low risk Medium risk High risk Extreme risk		
	Insignificant impact Minor impact Moderate impact Major impact Critical impact	Rare Unlikely Possible Likely Almost certain	Low risk Medium risk High risk Extreme risk		
	Insignificant impact Minor impact Moderate impact Major impact Critical impact	Rare Unlikely Possible Likely Almost certain	Low risk Medium risk High risk Extreme risk		
	Insignificant impact Minor impact Moderate impact Major impact Critical impact	Rare Unlikely Possible Likely Almost certain	Low risk Medium risk High risk Extreme risk		

## Responses for unmanaged identified risk

**Please ensure this completed form is uploaded to the student's individual OneSchool Support record.**

The planned use of a restrictive practice is not a risk action or control strategy; restrictive practices are a risk treatment strategy that must only be used where:

- the restrictive practice is reasonable in all the circumstances; and
- where there is no less restrictive measure available to respond to the behaviour in the circumstances.

If a student has an Individual Student Safety Plan (ISSP) **or** as a result of an identified behaviour one is being developed, this should be referenced by answering the three questions below in the affirmative. The ISSP details the risk management strategy for identified/ known, unmanaged behavioural risk.

The student has an ISSP	Yes	No
The ISSP details the planned use of a restrictive practice for use to manage identified/ known and unmanaged behavioural risk	Yes	No
Has a workplace health and safety notification been made? <i>(If yes, indicate incident reference below)</i>	Yes	No
Additional notes and relevant advice (include key staff members/positions)		
Name of staff member(s) who prepared plan		
Signature of staff member(s) and date		
Name of principal		
Signature of principal and date		
Date the plan will be reviewed <i>(at least once per semester)</i>		

**Upload a signed copy of the Risk evaluation form and Responses for unmanaged identified risk into the individual student's OneSchool Support record.**

**NB Include any source document/s e.g. behaviour plans, stakeholder meeting notes, psychology reports, which have not been previously uploaded.**