



Stepping Stones School

Behaviour Risk Identification Form

Name:	DOB:
Year Group:	SEND Status / Code of Practice
Mainstream School	Date Completed:
UPN:	Current Attendance:
Number of Fixed Term Exclusions:	

Contextual Information (Bullet points)

Triggers for behaviour - Where does the behaviour stem from? (list)

What works with the child? How can we deesclate / defuse and support the child from getting to crisis point? (Bullet points)

Key to support completion of risk identification form

Scale	How Likely	How Often	Risk / Potential Harm
0	Never	Never	No Risk
1	Not impossible	Termly	Low risk / minimum harm
2	Possible – 1-2 incidents over month	Monthly	Medium risk of harm
3	Probable –	3+ times per week	Serious - risk of harm
4	Highly Likely on more than one occasion	Daily – 1- times	Highly likely cause of harm – will cause injury / assault / damage
5	Certain – daily	Daily – several times	



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Behaviour Risk Identification Form

	Behaviour / Area	How Likely (A)					How Often (B)					Risk (C)				Risk Score (a x b x c)	Comments		
		0	1	2	3	4	5	0	1	2	3	4	5	1	2			3	4
Home	Attendance Issues Inc. School refusal.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Home issues which impact on schooling.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Any known DV/ Drug / Alcohol abuse in the home.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Child displays violence in the home towards parent/carer /siblings.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Low level disruptive behaviours	Low Level disruption of others learning.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Work avoidance	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Work Refusal	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Opting Out – Walking out of class (wandering)	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Non-compliance to follow simple adult requests.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Noise making	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Shouting out answers / calling out.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Rudeness – socially inappropriate language to adults and peers.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Swearing	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		What Words?
	Threats to damage property	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Damage to property e.g. ripping paper, snapping pencils	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Extreme damage e.g. throwing of furniture, destroying resources.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		



Behaviour	How Likely?					How Often?					Potential Harm				Risk Score	Comments		
	0	1	2	3	4	5	0	1	2	3	4	5	1	2			3	4
Absconding out of class	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Absconding out of school	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Provoking and name calling to peers.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Threatening behaviour to peers.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Verbal abuse towards peers.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Verbal abuse towards staff.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Theft related incidents.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Threats to self injure / harm	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Self harming behaviours / Self injury	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		What do they do?
Bodily Fluids – spitting	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Bodily Fluids – Urinating in inappropriate areas.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Bodily Fluids – vomiting	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Bodily fluids – smearing of blood	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Bodily fluids – smearing of faeces.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Physical assaults on adults – hitting	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Physical assaults on adults – kicking	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Physical assaults on adults – biting	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Physical assaults on adults – hair pulling / clothing grabs	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Masturbation / touching self.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Sexual behaviour towards others.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Use of sexualised language.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Use of weapons.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Fire risk	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Other:	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		



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Behaviour Management Plan / Positive Handling Planning

Name:	DOB:
Year Group:	SEND Status / Code of Practice
Mainstream School	Date Completed:
Reasons for Management Plan / Positive handling plan	<ul style="list-style-type: none"> a) Entry to school information. b) 6 week review c) Concerns over behaviour d) Post incident e) Other

List low level to extreme dependent on risk factor scoring	Risk Factor score from identification.	How to maintain Green Zone?	What to do when appearing in Yellow Zone?	How to manage red zone behaviours?	How to support blue zone to green zone – return to class?	Evaluation / Review
Behaviour		Prevention Strategies	Deescalation Strategies	Crisis Management / handling plan	Repair , recovery and depression	

Completed by:	(ROLE)	Date:
Parental / Carer signature		Date:
Other agencies involvement:		Date: