

Assessing, Managing and Reducing Risk in Education Settings – Procedure (2026)

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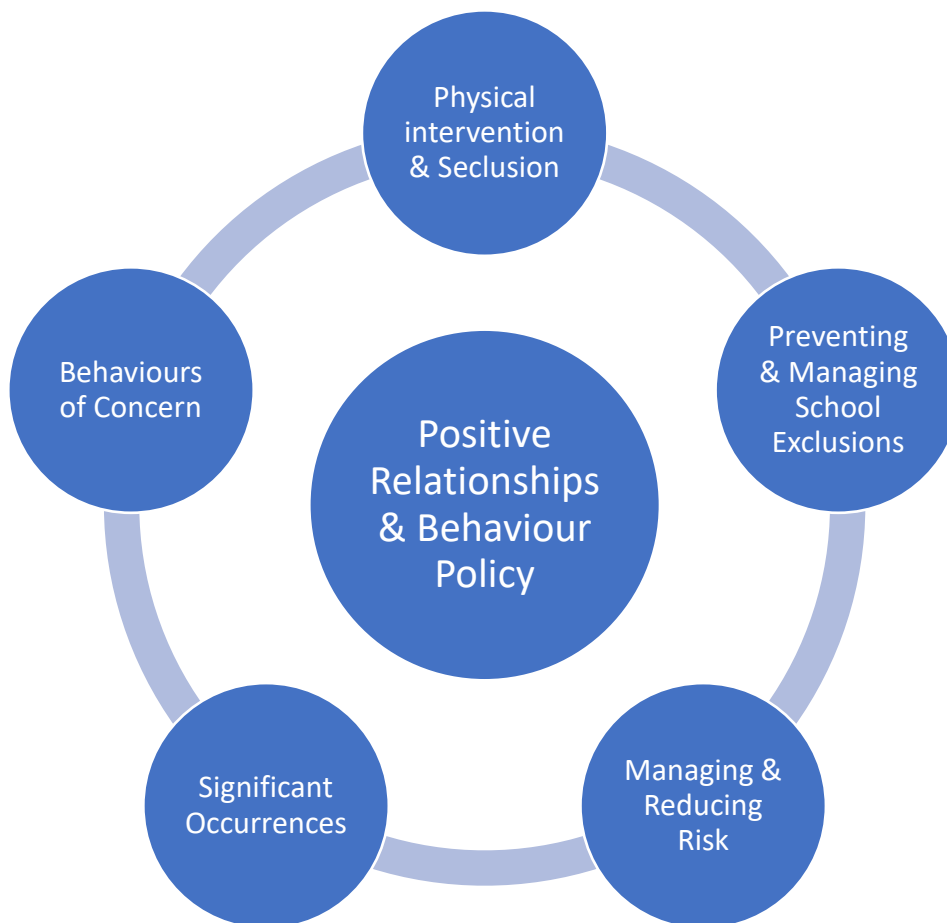
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1. PURPOSE

This document sits as a suite of procedural documents within the Children, Education and Justice Services Positive Relationships & Behaviour Policy (2026) outlined below.

This procedure aims to provide clarity to education settings on appropriately assessing, managing and reducing risk from violent, distressed, aggressive and dangerous behaviours demonstrated by individual children and young people that has the potential to cause risk to self or others within a school environment.



2. SCOPE

This procedure is provided to support City of Edinburgh Education settings and applies to all Children, Education and Justice Services staff working within an education setting.

When an incident of risk is known to have occurred out with school (e.g. in a community setting or at home) schools are also advised to follow this procedure to assess and manage any risk that might subsequently present within the school.

Alongside this procedure schools must continue to implement whole school risk assessment and management planning as outlined in [national subject based guidance and protocols](#) as well as local guidance regarding catering, excursions, residentials and Health and Safety at work.

3. PROCEDURE

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 everyone involved in supporting the child or young person works together to consider and address the needs underlying concerning and distressed behaviour so that appropriate supports can be put in place that enable all learners to safely attend school.

Education settings and their partners should aim to identify the right supports and adjustments with children, young people and their families at the earliest opportunity. Schools should use the CIRCLE inclusion resources to identify individual support needs and implement adjustments. Schools should also refer to and implement the Positive Relationships & Behaviour Policy (2026).

If, despite initial within school support planning difficulties persist, the Getting it Right for Every Child Planning process should be implemented with the family and school partners.

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

Understanding Risk

Risk is an inherent part of growing up, with children learning through exposure to risk. In terms of child development, we cannot, and should not, seek to eradicate or remove risk completely.

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) and includes:

- violence, threatened or actual
- harmful sexual behaviour
- incidents involving harmful substances or weapons in school

Risk is a dynamic concept that may be multi-dimensional, fluid and critically shaped and characterised by events, context and where it occurs.

Risk is likely to increase or escalate if there is no assessment or plan in place.

Principles of Assessing, Managing and Reducing Risk

Our approach to assessing, managing and reducing risk are underpinned by the following key principles:

- Everyone working and learning within an education setting has the right to be safe from harm.
- Distressed or dysregulated behaviour 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 fully in their learning and the school community.
- Risk assessment should always be considered in the context of the wider assessment of a child or young person's needs via the GIRFEC Child Planning Process – risk assessments should sit within the context of a Child's Plan.
- Assessing, managing and reducing risk are part of the same planning process and should not be considered individually.
- Risk assessments should only be applied where there is an identifiable and foreseeable risk of harm, or where a repeated pattern of behaviour presents, or is likely to present, a risk to the individual or others.
- Risk assessment involves consideration of current risks as well as the long-term impact of any mitigations that are required to reduce risk.
- Risk involves looking at the consequences of failing to meet a learner's wellbeing needs.
- Incidents that cause or risk serious harm or threat of harm to others must be accurately recorded on the myHS portal using the most appropriate category.
- 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.

Assessing, managing and reducing risk should be considered in a staged approach.

Step 1 - Behavioural Analysis – *'find the why'*

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.

When behaviour is:

- High frequency e.g. regularly occurring on a daily or weekly basis
- Durable e.g. resistant to universal and targeted supports, schools should liaise with their Educational Psychologists and 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:

- Key adults around the child/young person 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 can give further advice on recording. A template for behaviour analysis can be found in Appendix 2
- Once a number of incidents have been recorded, ordinarily over 2 to 4 weeks, a key adult in school will meet with the Educational Psychologist 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

Step 2 - Proactive Approach Planning

Distressed and dysregulated behaviour in a child or young person may indicate an unmet learning or wellbeing need or that a child or young person is experiencing a stressor too great for them to manage.

The purpose of proactive planning is to identify, understand and, where possible, meet those needs. It 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.

Proactive Approach Plan (PAP)

Proactive Approach Plans (PAP) provide a consistent, preventative, and compassionate framework to support co-regulation, leading to self-regulation in children and young people. They provide a shared, consistent, personalised approach for all staff and improve outcomes through analysis, collaboration, and practical strategies. Proactive plans complement (not duplicate) the Child’s Plan, focusing on day-to-day practice.

Guiding principles and template can be found in Appendices 3 and 4. Exemplars can be found in the [Edinburgh Inclusion & Wellbeing Hub MS Team](#).

Table 1: Proactive Approach Plan Stages

Proactive Green Strategies	
<p>Proactive strategies form the *green* section of the PAP. Their purpose is to help the child or young person remain calm, content, and regulated. This part of the plan should outline all approaches that reduce the likelihood of distressed behaviour occurring, with a focus on the whole person—their wellbeing, interests, health, and daily experiences, not just the behaviour of concern.</p> <p>Begin by thinking about what the child/young person likes or has shown an interest in. Consult with the child/young person directly whenever possible and also try and talk to people that know them well and are really interested and enthusiastic about them.</p>	<p>It is important to think about what it is that helps the child/young person to feel calm and relaxed, such as:</p> <ul style="list-style-type: none"> ▪ Environment ▪ Communication & body language ▪ Preferred activity or object or person ▪ Predictable routine and structure ▪ Feeling well and happy ▪ Interaction styles – how do you talk to the person?

<p>The aim is to try and support the child/young person to stay in this phase as much as possible.</p>	<p>The green phase is a good time to develop effective communication. Identify what the child or young person looks like, sounds like, or does when they are settled and regulated, for example:</p> <ul style="list-style-type: none"> • Relaxed body posture or facial expression • Clear, comfortable communication • Positive engagement with others or activities
<p>Responsive Amber Strategies</p>	
<p>The amber section describes what to do when early signs of distress appear. The goal is to intervene early and prevent escalation.</p> <p>Behaviours may sometimes seem sudden or unpredictable – “<i>It happened without any warning</i>” - but assessment often reveals subtle, reliable indicators that the child or young person is beginning to struggle. These may include changes in:</p> <ul style="list-style-type: none"> • Movement (e.g., pacing) • Vocalisations • Facial expressions • Body language <p>Examples:</p> <ul style="list-style-type: none"> ➤ Lifting arms/hand flapping ➤ Repeats themselves ➤ Walks up and down the room ➤ Overly animated in conversations ➤ Negative language about self/peers/subject/situation ➤ Argumentative 	<p>Clearly defining these early signs helps adults recognise when immediate support is needed. Many incidents escalate because early cues are missed, or because adults do not adjust their own behaviour in response.</p> <p>Helpful amber strategies include:</p> <ul style="list-style-type: none"> • Removing or reducing the trigger • Not responding to the behaviour (planned ignoring) where appropriate • Redirecting or distracting • Asking what is wrong, considering context such as time of day or environment • Naming and validating emotions
<p>Reactive Red Strategies</p>	
<p>Reactive strategies outline how to respond when distressed or dysregulated behaviour has escalated. The aim is to manage the situation safely and quickly, protecting the child or young person and those around them.</p> <p>A reactive plan should provide clear, step-by-step guidance on reducing further escalation. It should be informed by functional assessment and follow the principle of using the least intrusive, least restrictive intervention first.</p> <p>When the behaviour escalates to red and an incident of behaviour that challenges is occurring, the signs will be much more obvious than in the amber phase For example</p> <ul style="list-style-type: none"> ➤ Body posture / facial expression- X’s behaviour can become very distressed, they can throw things, bang doors, run away, or threaten others around them. ➤ Communication - X may shout and scream at others. They may use threatening and aggressive language. ➤ Other - X may stand on furniture or use implements in the class to threaten others. They may run away. 	<p>De-escalation techniques</p> <ul style="list-style-type: none"> • Communicating calmly, without judgement or threat • Keeping the sensory environment low (quiet voice, reduced noise) • Reducing or removing language • Considering physical needs (thirst, hunger, pain) • Reducing the number of people present and lowering lighting if possible • Allowing time and space to de-stress • Providing access to a safe space • Using distraction where appropriate • Offering a movement break or regulating activity

	<ul style="list-style-type: none"> • Time with a trusted adult, or time alone with an adult nearby if preferred • Respecting personal space and maintaining an appropriate distance • Using open, non-threatening body language and tone • Using agreed strategies or pupil-led withdrawal where this helps <p>Further guidance on de-escalation can be found at Education Scotland Professional Learning Framework</p>
Post Incident Support Blue Strategies	
<p>The blue phase begins once the incident has ended and the child or young person is starting to recover. Although they appear calmer, there is still a risk of re-escalation, so support should remain low-demand and nurturing.</p> <ul style="list-style-type: none"> ➤ Make no demands ➤ Help the child/young person to recover ➤ Move to different environment if appropriate 	<p>When a child/young person is calming down and recovering from an incident, think about what they look like and what they do or sound like. For example:</p> <ul style="list-style-type: none"> ▪ X's muttering will reduce ▪ Arm movements will still ▪ They will become flat ▪ X will recognise that they are calm

Proactive Plans (PAPs) should be developed collaboratively, with contributions from everyone involved in the child or young person's care, including their family. Wherever possible, the child or young person should also take part in shaping their plan. The PAP should record who contributed to its development to ensure that a broad and representative range of views has informed the final version.

PAPs are live documents. This means they should evolve over time, reflecting changes in the child or young person's behaviour, needs, strengths, and developing skills.

Plans should be reviewed and updated regularly. Once risks have been identified and strategies agreed, it is essential to gather feedback on how well these strategies are working and to reflect on their impact on the child or young person and those supporting them.

In addition to routine reviews, there should be a clear contingency process outlining when the PAP must be reviewed more urgently. For example, an immediate review is required if there is an increase in self-injury or if physical interventions or reactive strategies are being used frequently.

Step 3 - Risk Assessment Planning

Risk assessments should only be applied where there is an identifiable and foreseeable risk of harm, or where a repeated pattern of behaviour presents, or is likely to present, a risk to the individual or others.

Risk assessment planning should support educational settings to:

1. Reduce risk both in terms of frequency and intensity of the risk
2. Promote safety and improve wellbeing of everyone in the school and wider community

Effective risk assessment involves a step-by-step process:

- identify risk, what could cause harm or injury, in this context, the behaviour
- assess the level of risk, who could be harmed, where risk occurs
- control or mitigate the risk – planned actions to reduce risk
- record the assessment and planned actions
- review the assessment and plan

The Risk Assessment Template can be found in Appendix 5. Exemplars can be found in the [Edinburgh Inclusion & Wellbeing Hub MS Team](#).

If a child is displaying violent, aggressive, and dangerous behaviour that causes sufficient concern to initiate a risk assessment, then their overall needs (learning and wellbeing) should be assessed in line with GIRFEC, child protection, and additional support needs guidance (where appropriate).

- The Risk Assessment should be discussed and drawn up 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. Interim review of any adjustments should be agreed and recorded in the plan e.g. 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 beneficial to also maintain and update a more detailed Individual Pupil Risk Assessment alongside the Child / Young Person's Plan.
- If an individual pupil risk assessment plan is in place for a pupil it should be reviewed and updated following any subsequent incidents. The requirement for the individual pupil risk assessment should be reviewed through the Child / Young Person's Planning process.

Any risk assessment should be an integral part of a child's wider assessment of needs and their Child's Plan. The interventions included in any plan are also likely to be direct or indirect factors that reduce risk.

Key considerations should include:

- impact on a child's wellbeing and development
- family and/or care placement context as well as the wider environment and how can/ does this minimise or reduce the violent, aggressive, and dangerous behaviours
- whether supports and interventions are individualised to the needs of each child (such as a health, communication needs or other additional support needs)
- capacity of the parents or carers to adequately meet the child's needs, including their need to be safe
- skills, expertise and resources available and accessible

Views of the Parents and Pupil

Parents and carers should be active participants in the review and planning process. Their insights can be invaluable in understanding their child's behaviour both in education settings and/or in the community; in this way they may be helpful in identifying effective mitigations which lead to positive outcomes. Parents and carers are to support their child to act appropriately and safely in educational establishments

Where possible, and a child can engage, it may be helpful to include them in identifying what they find helpful and/or unhelpful – this can help understand their experiences and tailor interventions to their specific needs

Sharing the Individual Pupil Risk Assessment

The completed individual pupil risk assessment 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 copy should be stored in the pupil blue folder and a note added to SEEMiS.

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

4. WHEN RISK CANNOT BE AVOIDED OR REDUCED TO AN ACCEPTABLE LEVEL

There may be instances where an education setting cannot completely avoid or sufficiently reduce the risk to an acceptable level with the mitigations/resources available at that time. In these circumstances alternatives should be considered through a continuum of staged intervention and the Child's Plan.

The child, who is at risk or whose behaviour is causing a risk to others, may need to temporarily be relocated to a setting or learning environment where the risk can be reduced or avoided whilst also maintaining their right to education. This would only happen at the higher levels of staged intervention and may include a temporary managed move to an alternative location onsite, such as a support base, or an offsite specialist provision.

The primary aim should always be to explore options to reintegrate the child to a learning environment like that of their peers, or an environment that optimises their educational outcomes as soon as the risk can be managed sufficiently.

Contact Quality Improvement Education Officer and/or Head of Education in these cases.

5. AVAILABLE SUPPORT

If schools would like help and advice in relation to individual pupil risk assessment planning, this can be sought from the following sources:

Educational Psychology Service	Support and advice on implementing this procedure and in relation to understanding the triggers and drivers for behaviour.
Education Wellbeing Service	Consultation & Advice, Assessment & Intervention, Data for Improvement and Professional Learning
Education Support Officer	Guidance on procedures and wider supports
Young People's Service (YPS)	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	Support in relation to criminal proceedings, dealing with allegations and communication with families and young people to prevent community escalation. Christian.johnstone@scotland.pnn.police.uk
Quality Improvement Officer (Child Protection)	Guidance on procedures and wider supports regarding Harmful Sexual Behaviour
Head of Education (Inclusion)	Guidance on procedures and wider supports regarding PREVENT

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 Child Planning meeting
- 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.

Schools should ensure there is a handover discussion including sharing of the up-to-date individual pupil risk assessment at points of transition.

6. SUSPECTED WEAPON 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

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 Head Teacher 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 and level of concern, whether it is:

1. Safe to take reasonable measures to check if the child or young person has a weapon.
2. Whether to request support from Police Scotland.

Key considerations:

- The evidence that is suggesting they may have a weapon

- The wider context and previous behaviour pattern of the pupil (e.g. 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

A member of school staff (where possible a senior member of staff), in the presence of another 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 Scotland 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 Police Scotland 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

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.

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 myHS portal and via the Significant Occurrence Notification procedure.

Weapons in school flowchart can be found in Appendix 6.

7. SUBSTANCE MISUSE

City of Edinburgh Council will adopt the Scottish Government Guidance on Substance Misuse. School staff should follow key considerations below

- School staff do not have the statutory right to search students and should not investigate whether they are in possession of an illegal or age-restricted substance, as this could raise safeguarding, data protection and potentially other legal issues.
- A member of school staff may ask the child or young person to show the contents of their pockets or bag to determine whether a substance is present but cannot undertake a search.
- If staff suspect a pupil is in possession of an illegal substance the school should contact Police Scotland. Some products may look legal but could contain illegal substances.
- In cases where an illegal substance is suspected if the child or young person does not agree to show the contents of their pockets or bag, they should be asked to remain where they are, and Police Scotland should be contacted.
- If an age-restricted product is suspected and the child or young person does not agree to show the contents of their pockets or bag, staff should respond in line with the school's relationships and behaviour policy - for example, by contacting parents and providing the necessary support.
- Confiscated substances or devices should be stored and disposed of safely in line with local health and safety procedures, and where appropriate, in consultation with Police Scotland.

8. 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. Many Edinburgh schools already run Mentors in Violence Prevention, and engage with Equally Safe at School

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. Instances of harmful sexual behaviour should be recorded on a Wellbeing Concern Form

Problematic sexual behaviour (PSB) 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 PSB. [NSPCC learning](#) is a good source of information and their [traffic light guide](#) (Hackett's Continuum) can be a helpful reference.

Should any member of staff become aware of a serious incident of harmful sexual behaviour (e.g. rape) carried out by a child under the Age of Criminal responsibility (12 years), an immediate call should be made to Social Care Direct **0131 200 2327**. Further support will be provided by contacting the Public Protection Unit (PPU). Schools can also link to [Edinburgh & the Lothians Multi-Agency Under Age Sexual Activity Guidance](#)

9. 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 Children’s Hearings System/ Scottish Children’s Reporter Administration (SCRA) – When 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 (Compulsory Supervision Order) 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 should 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.

10. RESPONSIBILITIES

The Behaviours of Concern Strategy Group (City of Edinburgh Council Inclusion Service) has responsibility for the maintenance of this procedure.

Senior leadership teams are responsible for the implementation of this procedure within their school/education setting.

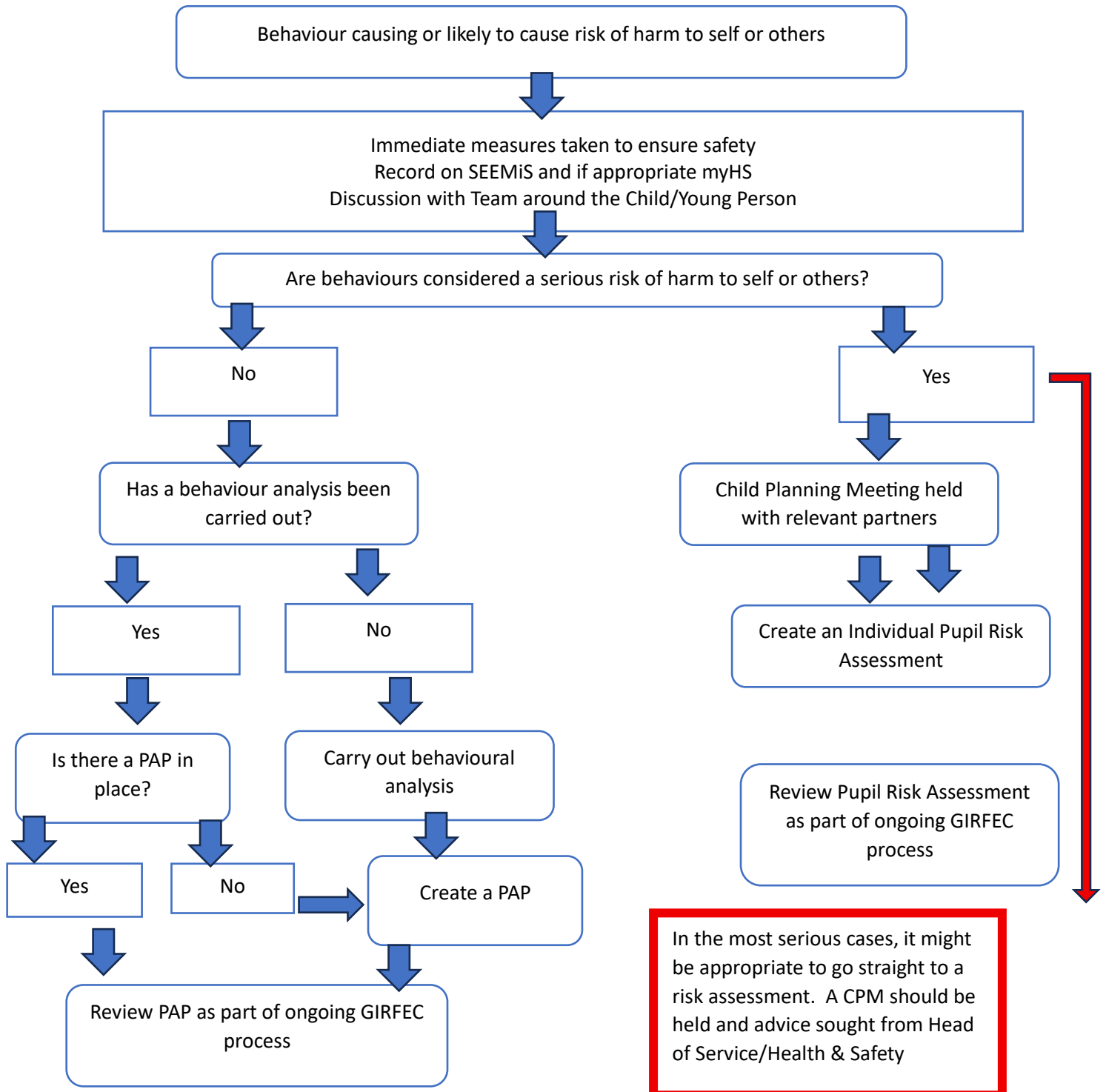
To support their child, parents and carers should:

- support their child to act appropriately and safely
- work with the local authority/educational setting to plan for, and implement, mitigations to reduce the likelihood of their child exhibiting violent, aggressive, and dangerous behaviour
- stay in regular communication with the local authority/educational setting
- where and when possible, at home utilise and talk positively about supportive strategies used in their child’s educational setting.

11. ASSOCIATED DOCUMENTS

DOCUMENT	TYPE
Positive Relationships and Behaviour Policy (2026)	City of Edinburgh Council Policy
Included, Engaged, Involved 2 (2017)	Scottish Government Guidance
https://www.gov.scot/publications/framework-risk-assessment-managementevaluation-guidance/2021	Scottish Government Guidance
Age of Criminal Responsibility (Scotland) Act 2019 (legislation.gov.uk)	Scottish Government Guidance
Schools - violent, aggressive and dangerous behaviour: risk assessment guidance (2025)	Scottish Government Guidance

Appendix 1 Risk Management Flow Chart



Appendix 2 STAR Approach- behaviour analysis chart

STAR is a way of helping us to analyse some observable behaviours

S – Setting: where, when, what is the child doing, with whom, when does it happen, what would we like to see the child doing

T – Triggers: do certain factors trigger the behaviour? e.g. particular demands, unexpected events, sensory stimulation, social situations

A – Action: what does the child actually do that has a negative impact on others?

R – Results: what are the consequences? e.g. people’s reactions, does the child get what they want

Child/Young Person’s name _____ Completed by _____

Date & time	Setting	Trigger	Action	Result

Reflections/Actions

Appendix 3 Proactive Planning Guiding Principles

Purpose
To support coregulation with children/young people, followed in time by self-regulation.
To coordinate a shared, personalised proactive approach including scripts that ALL staff should use.
To support analysis and collaboration which leads to improved outcomes for young people.
PAPs should complement planning detailed in Child's Plan by focussing <u>only</u> on practical practice points. (Link - Practice Examples)
Key Points
Be succinct.
Keep number of PAPs to minimum for maximum impact.
Ensure PAPS are accessible to all staff - including supply staff and those without access to IT.
Review regularly (after any major incident and at least 6 weekly) to ensure ongoing relevance.
Include <u>only</u> practical practice points.
Include a Summary of succinct and unambiguous agreed Dos & Don'ts for all staff.
CPC (HT/DHT Support) to keep overview of PAPs.
Creation
All staff working with the child/young person should be given the offer of helping create the PAP. The purpose of collaborative creation is to build a shared, confident and coordinated approach.
Include PSAs supporting the child/young person in identifying planning steps as standard practice. PSAs often hold key information on what works best.
Include young people in identifying what strategies works best for them and what they will do to support the PAP.
Parents/carers should be offered to actively participate in creation of PAP.
Secondary - DHT Support to create skeleton. PT Support / Guidance to cocreate PAP in conjunction with staff and young person.
Primary - SLT to create skeleton. DHT/SfL/Class teacher/class team to co-create PAP in conjunction with young person.
Specialist Provision - To be created by class teacher and signed off by DHT, in collaboration with parents/carers, child/young person & agencies as appropriate.
Challenge questions
Are all staff aware of PAP? How do you know?
Does the PAP focus on practical practice points?
Is the PAP succinct? Clear? Can it be made clearer for all?
Does the PAP articulate with the Child's Plan? Is there duplication?
Is the PAP based on robust identification of risk as identified in risk assessment?
Are staff confident in creation and maintenance of PAPs? Support from Educational Psychology required?
Are children/young people/families regularly consulted about content of PAPs?
Is the Quick Guide summary and full protocol readily available to all staff? How do you know?

Appendix 4 PAP TEMPLATE

Summary of Proactive Approach Plan

(To be shared with pupil & family and stored within Child’s Plan)

Prompts in red – delete before sharing

Name of Learner	
Year/Class	
Date of last review⁺	
Safe person/people <small>Keep to minimum</small>	

Support Strategies*	
Do	Don't

*Add rows as necessary but be succinct and keep to key and practical dos/don't. Think about all members of staff including supply being able to access and digest quickly.

In an emergency

Use emergency box only if strictly necessary – otherwise delete. Be clear and succinct on plan.

Proactive Approach Plan Template

Created by:

Date:

Behaviours when... What I do, say, look like CALM / RELAXED		Pro-active Strategies	
<u>Body posture / facial expression etc</u> <u>Communication</u> <u>Other</u>	Language and communication: Clear structures and routines: Calm and safe working environment: Use of rewards / motivators Managing anxieties: <u>Known triggers include:</u> Scripts:		
Behaviours when... What I do, say, look like GETTING ANXIOUS (early warnings)		Appears to be communicating What this means / what I am trying to tell you	De-escalation Strategies
<u>Body posture / facial expression etc</u> <u>Communication</u>			

<u>Other</u>		
Behaviours when... What I do, say, look like VERY ANXIOUS / UPSET / AGITATED	Appears to be communicating What this means / what I am trying to tell you	Re-active Strategies Steps to manage difficulties
<u>Body posture / facial expression etc</u> <u>Communication</u> <u>Other</u>		
Behaviours when... What I do, say, look like BECOMING CALMER	Re-engagement Strategies	
<u>Body posture / facial expression etc</u> <u>Communication</u> <u>Other</u>		

Appendix 5 Individual Pupil Risk Assessment

Individual Pupil Risk Assessment

Name of Pupil		Prepared by		Date	
Education Setting		Approved by		Date	
Review Date					

It is anticipated that staff following this risk assessment will have a knowledge and understanding of the individual Child's Plan, Proactive Planning and have access to De-escalation training.

Risk Matrix

		Impact				
		Negligible	Minor	Moderate	Significant	Severe
Likelihood	Very likely	Low Medium	Medium	Medium High	High	High
	Likely	Low	Low Medium	Medium	Medium High	High
	Possible	Low	Low Medium	Medium	Medium High	Medium High
	Unlikely	Low	Low Medium	Low Medium	Medium	Medium High
	Very unlikely	Low	Low	Low Medium	Medium	Medium

When to act?

Low risk – no action required

Low-medium risk – monitor

Medium to medium-high risk – initiate interventions/risk reduction measures

High risk – take immediate action to complete risk assessment/implement control measure

Presenting Behaviour	Potential Consequence	Persons Affected	Risk Level	Mitigating Actions	Related procedure/assessment

The manager responsible for this assessment (identified on page 1) considers that:

- (a) All risks have been addressed and reduced to levels which are as low as reasonably practicable **OR**
- (b) Further Action is required as detailed below.

Further Action Required / Review Comments				Action by (whom)	Action by (date)

An individual pupil risk assessment must be kept up to date. It should be reviewed after every incident or every term.

Appendix 6 Weapons in School

Pupil is suspected of having a weapon in school

Report to Headteacher or delegated SLT
Is it safe to take reasonable measures?

Yes

Check if child/young person has a weapon
or
Safely remove item being used as a weapon

Remember

- Aim to involve a member of staff, who has a good relationship with pupil
- Any emptying of pockets/bags is **voluntary**
- Allow pupil privacy from others
- Consider the environment to avoid situation where someone can be blocked from leaving

Weapon found – contact police
Call 101

No weapon – contact
parents/carers

No

Request police support
CALL 101

Whilst Awaiting Support

- Aim to involve a member of staff, who has a good relationship with pupil
- Monitor the pupil
- Ensure other pupils are removed from the area
- Where possible isolate the incident from the wider school

Police Recording

Police complete VPD. Confirm with police whether they are progressing as a charge or noted as an incident

Police communicate with parents/carers

Current and immediate threat to life of self or others due to the use or threatened use of a weapon
CALL 999 & alert Headteacher

Complete Significant Occurrence Notification

In all circumstances record on SEEMiS pastoral notes

If weapon is found/used, record on myHS