**Risk Assessment**

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| **Assessment for**: **Child that spits** | | **Completed by**: | | | | **Date:** | | **Date for review**: |
| **Factor / Hazard: Spitting for satisfaction of oral sensory need.** | | | | | | | | |
| **Proactive measures (to prevent risk)** | | | | | **Reactive measures (to respond to risk)** | | | |
| Provision of personal tub of resources to meet oral sensory needs. Tub (e.g. lunch box) should be kept sealed and only handled by staff wearing gloves. Milton (or similar) should be used to sterilise these items after each use. Items could include:   * Chewy tubes * Toothbrush * Chewellery * Tough bar and other strong teethers (check for durability) * Things to blow (e.g. whistle, bubbles, recorder) * Buzzing toothbrush * Material strips (check for fibres).   Alternative food stuffs include:   * Very crunchy foods (carrots / apples) * Very soft foods (banana/ mashed fruits) * Ice cubes, thick drinks through a straw.   Allocation of a designated sink area that will not be used by other children or staff.  Prepare ‘spit’ and ‘sink’ CiP. | | | | | The use of the oral sensory resources (as outlined in proactive measures) should reduce the frequency of spitting.  When the child does start to spit take them to the designated sink area and offer them sips of water that they can swill around their mouth and spit into the sink. Try different temperatures of water.  Staff to stand at safe distance, wearing available PPE.  Reinforce spitting in sink verbally and using CiP cards.  Clean area thoroughly after use. | | | |
| **Who is at risk?** Staff and pupils in bubble | **Risk**  **Low / Medium/ High** | | | | **Action by and date** | | | |
| **Factor / Hazard:** **Purposeful Spitting** | | | | | | | | |
| **Proactive measures (to prevent risk)** | | | | | **Reactive measures (to respond to risk)** | | | |
| Prior to returning the child to school:   1. Review behavioural logs for incidences of spitting. Identify if there are particular staff or pupils that are targeted and ensure that child is placed in separate bubble to these individuals. 2. Through behavioural logs identify the purpose for the spitting (e.g. for avoidance / for social reaction) so that times when spitting is more likely to occur are identified and can be pre-empted. 3. Ask the parent to check their child’s temperature before sending them to school each day. 4. Maintain 2m distance from child and if necessary to approach more closely, wear available PPE. 5. Discuss with parents the possibility of the child wearing a face mask if they will tolerate it. To spit the child will have to remove the face mask which will give warning others. 6. Prepare No spitting CiP. 7. Teach the pupil that spitting is inappropriate and why, especially in the current circumstance. 8. Teach the child about germs and how these are passed from one person to another. 9. Reflect on the cause of the spitting using restorative conversations. Try to establish what the chid was feeling when they spat and to support them in identifying that emotion. 10. Provide the child with a time out card that they can use to go to a quiet space to calm down next time they feel this emotion. 11. Share Corona Virus Social story. | | | | | Purposeful spitting will only reduce if reactions to this behaviour give no positive feedback. This means that when the child spits staff should remain calm and remove themselves from the situation thus removing any attention that may reinforce the behaviour.  Tell the pupil ‘no spitting’ in a calm and clear voice and reinforce with a visual command.  The child should then be supported to clear up the spitting themselves.  A sanction for this behaviour should be given (in line with school policy), when you are certain that the behaviour was purposeful and not sensory.  Return to points 7-11 in proactive measures. | | | |
| **Who is at risk?** Targeted staff and pupils | | | **Risk**  **Low / Medium / High** | | **Action by and date:** | | | |
| **Additional Information** | | | | | | | | |
| **Signed DSL:** | | | | **Signed SLT:** | | | **Signed Class Teacher:** | |