

CT

CARE TEMPLATES

Individual Risk Assessment & Positive Behaviour Support Plan

Integrated assessment, risk-reduction and therapeutic response plan

Organisation / Provider	Click or tap here to enter text.	Children's Home	Click or tap here to enter text.
Document Owner	Click or tap here to enter text.	Date First Completed	Click or tap here to enter text.
Current Review Date	Click or tap here to enter text.	Next Review Date	Click or tap here to enter text.

IMPORTANT

This is a live, child-centred working document. It must be based on current evidence, reflect the child's voice and strengths, and be reviewed following significant events, changes in need or concerns about the effectiveness of controls.

Document reference: CT-RA-PBSP-001 • Version 1.0

1. Document purpose and governance

This document supports proportionate risk assessment and consistent, relational practice. Positive and developmentally appropriate risk-taking should not be restricted unnecessarily. Controls must be the least restrictive available and should promote safety, learning, dignity and progress.

Completion and review requirements

- Complete before admission where sufficient information is available, then update after direct observation and consultation.
- Review at least monthly, and sooner after an incident, new information, a placement change or concern that controls are ineffective.
- The Registered Manager or delegated competent person must approve material changes.
- All practitioners must read and understand the current plan before supporting the young person.
- Emergency action does not replace safeguarding, medical or statutory reporting procedures.

Child and placement details

Young Person's Name	Click or tap here to enter text.	Preferred Name / Pronouns	Click or tap here to enter text.
Date of Birth	Click or tap here to enter text.	Date of Admission	Click or tap here to enter text.
Legal Status	Click or tap here to enter text.	Placing Authority	Click or tap here to enter text.
Allocated Social Worker	Click or tap here to enter text.	Key Practitioner	Click or tap here to enter text.
Registered Manager	Click or tap here to enter text.	Relevant Clinicians / Therapist	Click or tap here to enter text.

Consultation and source information

Documents and evidence considered

List referral information, care/placement plans, previous assessments, incident data, professional advice and dates.

People consulted

Include the young person, family where appropriate, social worker, education, health, staff and relevant professionals.

2. Risk-rating framework

Score likelihood and impact separately. The overall score supports—not replaces—professional judgment. Record uncertainty and seek further information where evidence is incomplete.

Score	Likelihood	Impact / potential consequence
1	Rare	Minimal impact; routine support sufficient
2	Unlikely	Minor harm or disruption; short-term support required
3	Possible	Moderate harm or disruption; professional intervention may be required
4	Likely	Serious harm or significant disruption is plausible
5	Almost certain	Severe or life-threatening harm is plausible

Overall score

Likelihood × Impact = Risk Score

Score	Band	Expected response
1–4	Low	Maintain proportionate controls and monitor.
5–9	Moderate	Active controls, named ownership and planned review.
10–16	High	Enhanced safeguards, management oversight and prompt review.
17–25	Critical	Immediate management action; consider whether the current arrangements can safely meet need.

PRACTICE NOTE

Record both the inherent risk (before controls) and residual risk (after controls). If residual risk remains high or critical, document escalation, professional consultation and management decisions.

Review history

Review date	Reason for review	Summary of change	Completed by	Manager approval

3. Risk overview and prioritisation

Use this overview to identify active risks and priorities. “No known concern” must be based on available evidence and revisited when new information emerges.

Risk area	Current status	Priority	Linked detailed assessment
Aggression or harm to others	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Bullying / peer conflict	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Missing from care / absent without agreement	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Exploitation (criminal or sexual)	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Online safety / harmful communication	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Self-harm / suicidal thoughts or behaviour	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Substance or alcohol use	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Sexually harmful or boundary-related behaviour	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Fire-setting / unsafe interest in fire	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Offending / criminal justice involvement	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Allegations / safeguarding concerns	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Health / medication / clinical risk	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Mental health / emotional distress	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Learning, communication or sensory needs	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Property damage / unsafe use of objects	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Road, transport or community safety	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____
Family contact / contextual risks	☐ Active ☐ Monitor ☐ No known concern	☐ 1 ☐ 2 ☐ 3	Ref: _____

5. Positive Behaviour Support Plan

PRACTICE NOTE

The plan should explain the meaning and function of behaviour, not merely describe what practitioners want to stop. Responses must remain respectful, trauma-informed, proportionate and consistent with the young person's communication and sensory needs.

Plan Owner	Click or tap here to enter text.	Date Agreed	Click or tap here to enter text.
Young Person Involved?	Click or tap here to enter text.	Next Review Date	Click or tap here to enter text.

About me: strengths, interests and important relationships

Use the young person's own words wherever possible.

My views, wishes and feelings

What does the young person say helps, makes things harder, feels unsafe or supports recovery?

How I communicate and understand information

Include preferred language, processing time, non-verbal communication and accessible approaches.

Sensory profile, routines and environmental needs

Include noise, light, touch, crowds, transitions, predictability and personal space.

Working formulation: what the behaviour may communicate or achieve

Describe likely unmet needs or functions, acknowledging uncertainty and avoiding blame.