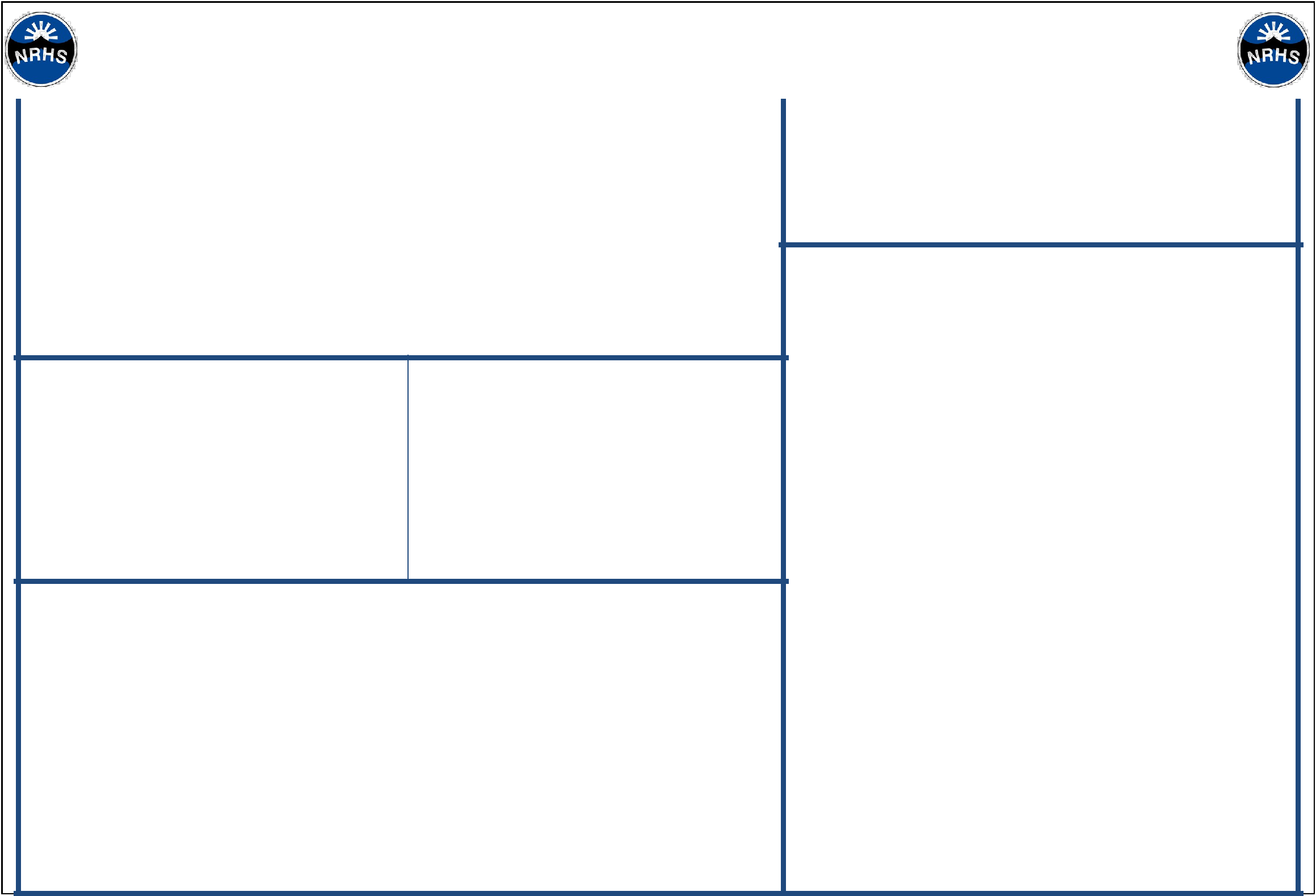
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Behaviour Plan | Positive Handling | Risk Assessment |  |  |
|  | **Example Behaviour Plan** |  | Plan |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | x | x | x |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |



**About Me** Include History of child and progress. How child communicates etc.

**What is important to me?**

**Preventative Strategies**

**Triggers**

1. Change of staff
2. Change of routine

**Support for Triggers**

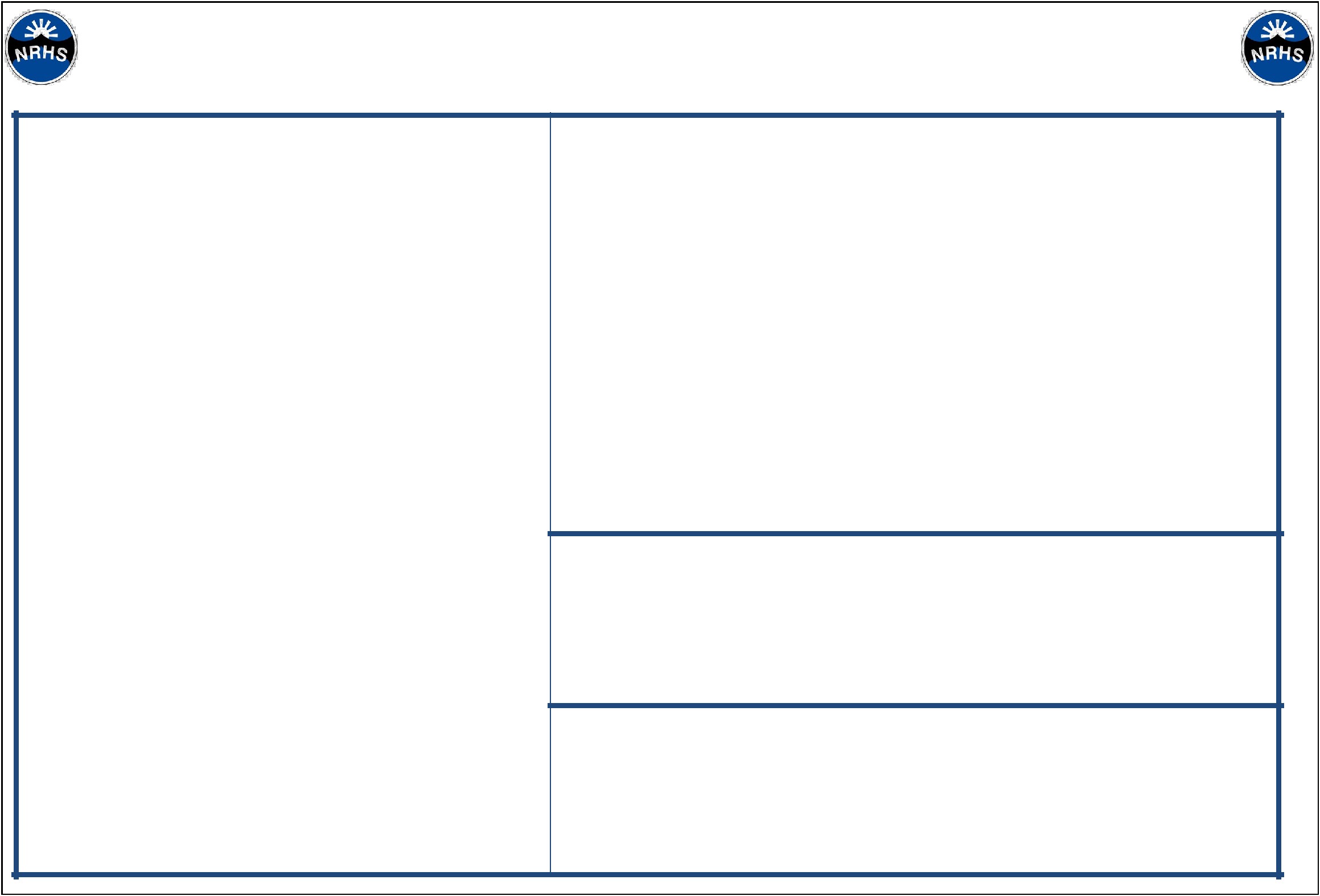
1. Explain why the changes have been made.
2. Give time to explain feelings

* Worksheets are clear and well presented in order to help access the task.
* clear targets detailing expected behaviour.
* Visual timetable.
* If there is to be a significant change to routine (i.e. a trip out) must be given prior warning.

**Behaviours Causing Concern**

* become distracted
* disengage from lessons
* Mutters or make rhymes about other students/adults
* occasionally throw objects such as pen-cils/paper/chairs
* Become defiant and refuse to follow in-structions of any kind or communication

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**Behaviour Plan**

|  |  |  |
| --- | --- | --- |
| **De-Escalation strategies** |  | **Physical Intervention techniques** |

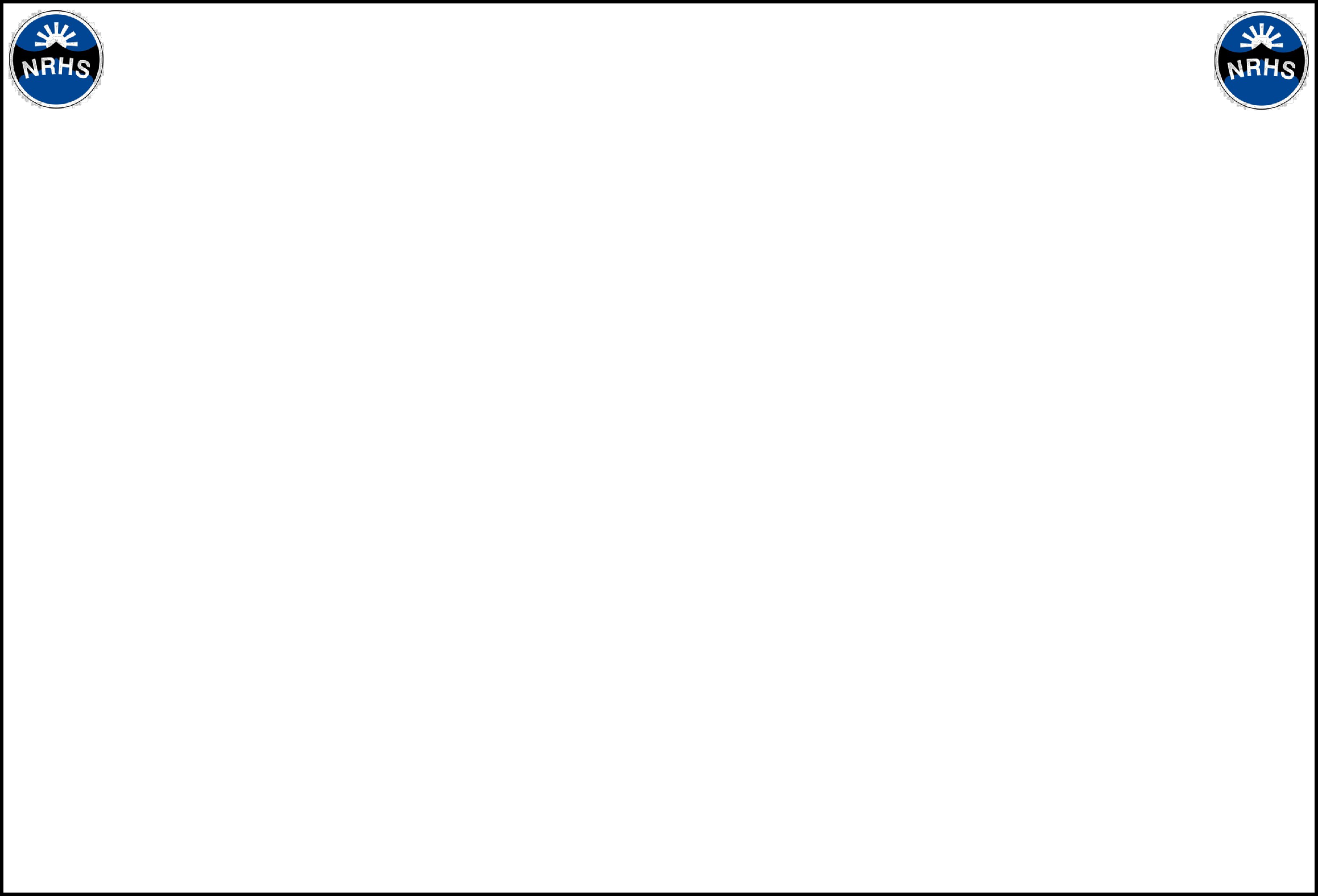
* Distraction from trigger/person/activity. E.g. doing a job for staff or focusing on a specific piece of work.
* Clear consistent rules
* Small group work away from students that can be a trig-ger.
* Clear consistent language.

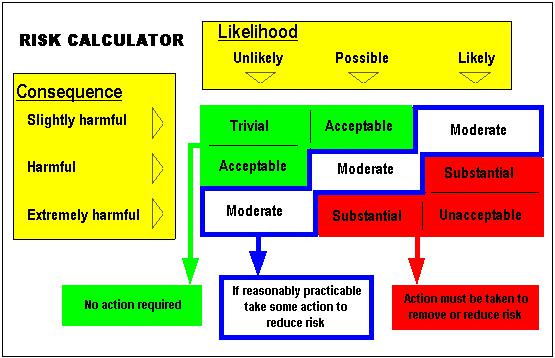
**Extra Information on managing a Crisis (Unsuccessful approaches or techniques not used due to health implications)**

**Strategies to support Repair and Reflection**

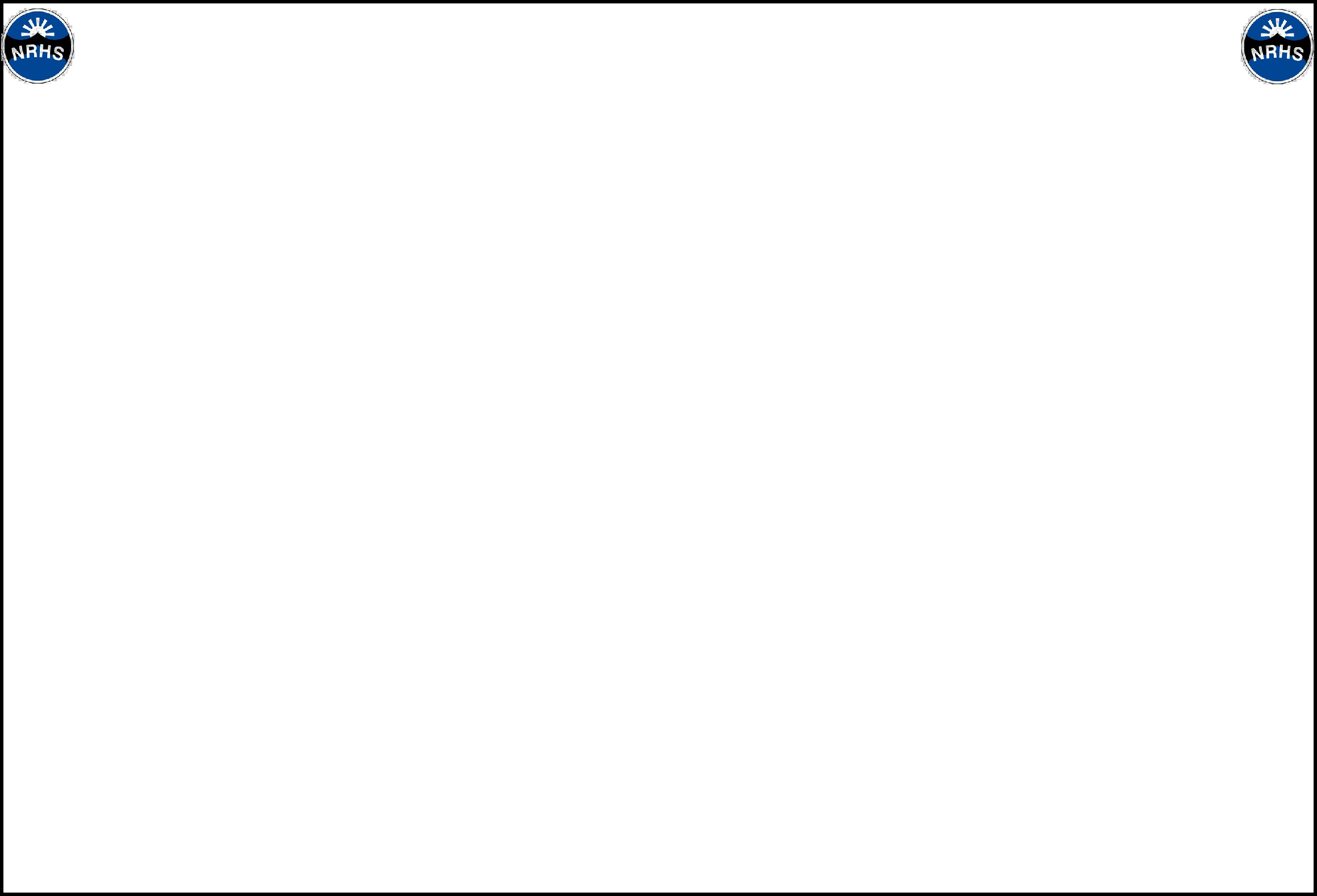
* When appropriate use a visual repair and reflect to help communicate what has happened and what needs to happen next to make things better.
* When appropriate continue with daily routine. Work can be completed in the calm space to aid transition back into class.

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**Risk Assessment Calculator**



Written By:- Supported by:- Date:-

**Kaden Behaviour Plan**

**Risk assessment**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Risk Observed** | | **Who may be** | **Risk rating before** | **Strategies to manage risk** | **Risk rating after** |  |
|  |  |  | **harmed?** | **strategies** |  | **strategies** |  |
|  |  |  |  | Consequence X Likeli- |  | Consequence X Like- |  |
|  |  |  |  | hood = |  | lihood = |  |
|  |  | |  |  |  |  |  |
|  | **Interaction with others** |  | Staff | substantial | Give clear instructions | Moderate |  |
|  | 1. Verbally abusive to staff and | | Pupils |  | Reminder of targets and rewards. |  |  |
|  |  |  |  |  |
|  | peers | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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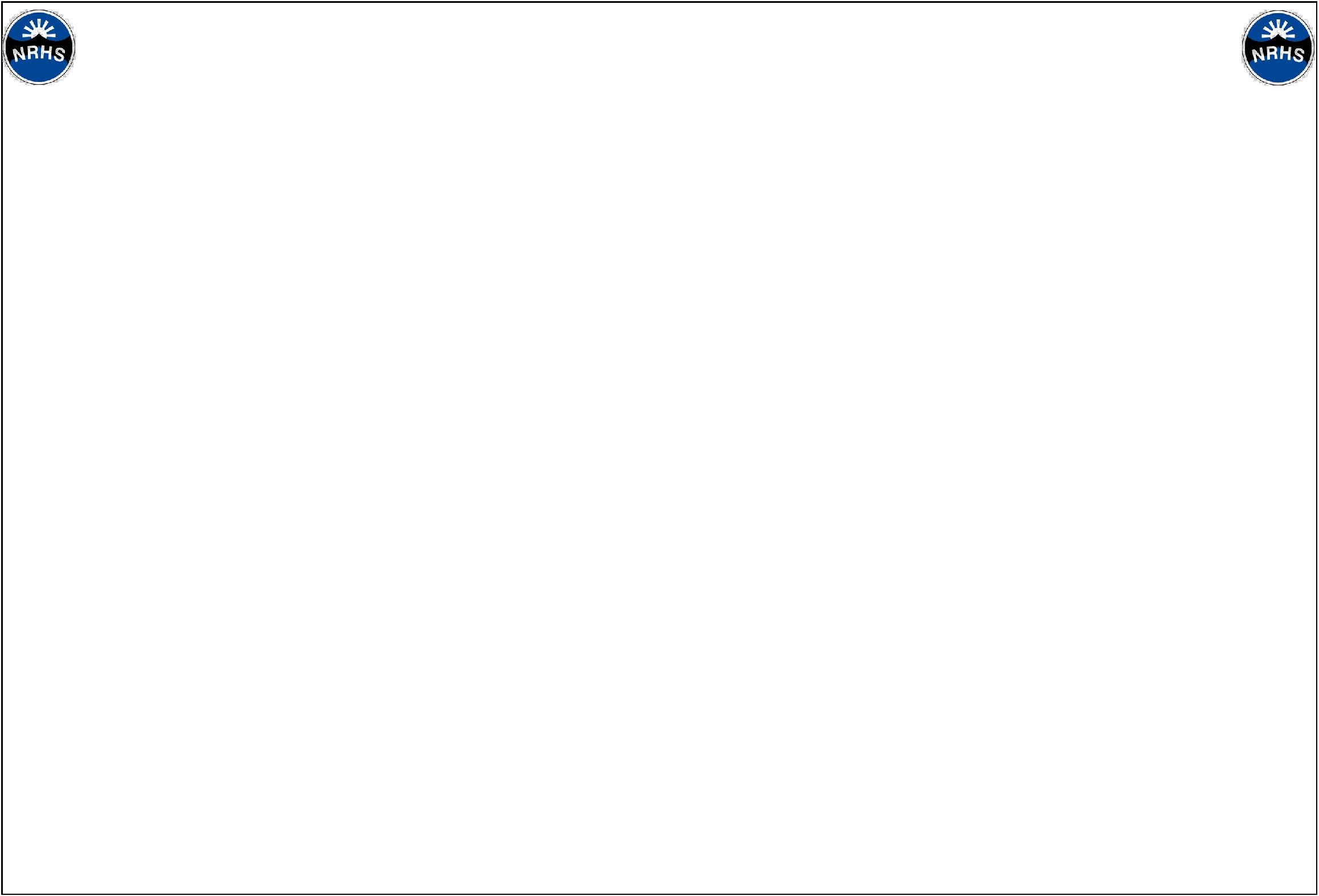
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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Stage 1– Anxiety/Trigger | Stage 2— Defensive/Escalation | Stage 3—Crisis | Stage 4—Recovery | Stage 5—Depression | Stage 6—Follow Up |  |
|  |  |  |  |  |  |  |
| What I look like:- | Talking over staff when they | Verbally abusive to staff and peers | Sitting or lying quiet- | Crying. | Able to discuss what hap- |  |
| Repetition of inappropriate | are trying to help. | Violent towards staff- hitting and kick- | ly. May sometimes |  | pened and answer ques- |  |
| language and swearing. Can | Refusal to follow instructions. | ing. | sleep. |  | tions. |  |
|  |  |  |  |
| sometimes be aimed at staff | Shouting or swearing |  |  |  | Returning to class safely and |  |
| or another student. |  |  |  | re-engaging in work. |  |
|  |  |  |  |  |
| Using fiddle toy excessively. |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| What I need:- | Removing from the class- | Directed time out in safe space/area | Quiet space. Some- | Quiet space. Something to | Repair and reflect |  |
| Change of task or a more | room or area especially away |  | thing to drink. Twid- | drink. Twiddle toy. |  |  |
| from peers. |  | dle toy. |  |  |  |
| focused task. |  |  |  |  |
|  |  |  |  |  |  |
| Reminder to use a time out |  |  |  |  |  |  |
| to refocus. |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Actions staff might take:- | Change of face |  | Pupil needs space | Pupil needs space and occa- | Return to class and continue |  |
| Do a helpful task. |  |  | and occasional re- | sional reminders of support | with routine. |  |
|  |  | minders of support | available. |  |  |
|  |  |  |  |  |
| Discussing topics that inter- |  |  | available. |  |  |  |
|  |  |  |  |  |  |
| est e.g. computers or sports |  |  |  |  |  |  |

Written By:- Supported by:- Date:-

**Behaviour Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name | Designation | Organisation | Signature | Date |
|  |  |  |  |  |
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Written By:- Supported by:- Date:-