WORCESTERSHIRE
CHILDREN FIRST

Name: School: Date:

Present:

Positive Behaviour Support Plan

Assessing the situation:

Who is this child/young person? What are their interests, positive qualities, strengths? How do they best communicate?

What are the behaviours causing concern that we want to reduce? Be specific - when, how often, what data do you have?

Why? What do we think the C/YP is trying to communicate with these behaviours? What would they say if they were able to communicate this verbally? What might be the function of this behaviour, is it about things or activities, attention, sensory needs, needing to escape something?

What is working well?

What should we avoid doing?

Plan - how we are going to help further:

To ensure that overall, despite these difficulties, the child/young person finds school a rewarding experience, we will:

To help the child/young person get their needs met in a constructive way, we will teach replacement behaviours – what and how?

To make the replacement behaviour more likely and to reduce the problem behaviour, we will make the following environmental changes:
Consider wider factors such as - times of the day, predictability, choice/control, peers, adults, rules and rewards, class layout and resources, noise/crowding/light.

Other considerations (e.g. medical needs)?

Do – Action Points:

Interventions/strategies to be put into place:

We will know we are being successful if:

Review date:

Incident Support Plan

*This can be added to the plan for managing specifically challenging situations if needed.

What are the situations/behaviours that require an active containing response?	
What are the signs that indicate the C/YP is becoming anxious/challenging?	
What are the best things to do to try to avoid escalation and what should we avoid doing?	
If a situation escalates, we will try to contain and stabilise by:	
After an incident we will:	

Completed by: **Date:**

Review:

Progress seen:
What has worked/not worked?
What have we learnt?
What will we do differently or additionally?

Implement and/or re- plan