

Appendix 7: Record keeping for Behaviour Auditing, Behaviour Plans, Risk Assessments and Reviews.

Individual Behaviour Plan- Drafting sheet and IBP

HVPA Behaviour Plan Drafting Sheet

Name of Child:

Class:

Date:

Involved:

What behaviours would you like to change? (Why are they a problem?)	
What has been tried already?	
Are there any triggers? (A-B-C)	

<p>BODY TALK</p> <p>Describe the behaviour. What do you think it is really communicating?</p> <ul style="list-style-type: none"> ▪ <i>I want it now!</i> ▪ <i>I don't want to!</i> ▪ <i>I want to get away from this!</i> ▪ <i>I'm scared!</i> ▪ <i>Look at me, please like me!</i> ▪ <i>I want to be in charge!</i> ▪ <i>Don't expect me to do anything- I can't!</i> ▪ <i>I am going to get you back for what you did earlier!</i> ▪ <i>I don't want to be part of this group!</i> 	<p>1.</p> <p>BODY TALK</p>	<p>2.</p> <p>ENVIRONMENT</p>	<p>ENVIRONMENT</p> <p>Think about how the environment might be contributing or making the behaviour worse.</p> <p><u>What can we change in</u></p> <ul style="list-style-type: none"> ▪ <u>the physical environment?</u> size/ space/ lighting/ noise/ temperature/ furniture/ seating/ position/ movement around/ access to materials/ resources etc... ▪ <u>the routines and/ or curriculum?</u> transitions/ activities/ task difficulty (too hard- too easy?)/ interest level/ relevance/ variety/ goals/ choice involvement/ fun! ▪ <u>support for relationships with others?</u> friends/ groupings/ peer group/ academic group/ interactions/ expressive language/ social acceptance/ expectations/ attitudes of others toward. ▪ <u>support for personal state?</u> anxiety/ self-esteem/ sadness/ rejection/ basic needs- hunger – tiredness etc
<p>TARGET BODY TALK</p> <p>What does the new behaviour look like? What strategies might the child develop to deescalate problem behaviour and make the right choices? What will steps towards this behaviour along the way look like and what is acceptable as the new behaviour is learned and reinforced?</p> <ul style="list-style-type: none"> ▪ <i>What are the steps towards the new behaviour? 1-2-3-4</i> ▪ <i>How long do they need to be able to do it?</i> ▪ <i>In what situations?</i> ▪ <i>What is the timescale for change?</i> ▪ <i>How will parents be involved?</i> 	<p>3.</p> <p>TARGET BODY TALK</p>	<p>4.</p> <p>REINFORCEMENT</p>	<p>REINFORCEMENT</p> <p>There are two aspects to this- rewards and sanctions underpinned by increasing self-control to 'fuse' the behaviour under conscious control.</p> <ul style="list-style-type: none"> ▪ Rewards: social- smile, tone of voice/ non-verbals- hand on shoulder, eye contact/ close proximity/ redirection & distraction/ praising someone nearby exemplifying desired behaviour/ active listening- 'I can see that you are upset!' ▪ humour- not sarcasm/ relocating the pupil- e.g 'please take this message to...' ▪ Material- treats & goodies inc. time doing favourite activity etc... ▪ Sensory- feeling good/ music/ relaxed atmosphere. ▪ Activity- adult spending time doing preferred activity with child ▪ Secondary- tokens, stickers/ certificates ▪ Sanctions!! What happens when they fail?.. they will! ▪ Shaping/ Time Out/ miss treat/ miss reward. ▪ sent to senior staff member/ parents contacted/ Excluded from activity/ excluded from school etc... ▪ RPI !!!!!
	<p>STEPS TOWARDS</p>	<p>TIMESCALE</p>	

HVPA Behaviour/ Pastoral Support Plan.

D.o.B.

Gender:

Name of child:

Year group:

Class teacher:

Children with an IBP are monitored.

Area of Concern	Target behaviour	Time/ location/ timescale expectations and steps toward	Reinforcement strategies to be used e.g. changes to environment (inc. <i>parental involvement</i>)	Rewards and sanctions	Review date	Next Steps

Comments & Observation:

Projected Review Date:

Review Date: _____ **People involved:** Pupil

Parent

Teacher TA

Other (specify)

Parental signature:**Date****HVPA Signature:****Date:**

Behaviour/ Pastoral Support Plan Analysis/ Risk Assessment, Mitigation and Plan.

Date of meeting:

Name of pupil:

Date of Birth: NC Year: Attendance % to date:

EHCP/Existing Statement of SEN in place: Yes/No

Present at meeting (inc. role and contact details):

Name

Role

Contact

Apologies:

1. Analysis of current situation.

What is going well? What specific behaviours are causing concern? Where are these behaviours occurring (these will inform behaviour targets) What is going well? - strengths

Strengths	Difficulties
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2. Support in School

Include what is already in place, pupil's response and how this is monitored.

-
-
-
-

3. Risk Assessment

It is essential that staff and parents understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

Example

- Stage one is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).
- Stage two, identifying how to moderate that risk such as through an individual plan for the pupil (e.g. identifying the cause such as frustration at not understanding the work).
- Stage three is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented.

It is essential that all planning is proportionate to the risk identified.

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other – be specific			

Target of Behaviour: Who is it directed towards (self, other pupils, staff, property etc.).

Likelihood of Behaviour:

- V – very likely Evidence suggests more likely than not to occur.
 L – likely There is a possibility that the behaviour will occur again.
 U – unlikely The context has changed or can be changed to make it unlikely to happen again.

Seriousness of Behaviour:

- A – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.
 B – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.
 C – No physical injury or damage to property; minor distress or disruption

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4. What can be done differently through changes in the environment to create opportunities for change?

Preventative Measures	In Place	Action by whom	Appropriateness to be recorded
Inside lessons (<i>identify 'stress points' and suggest alternatives, e.g. TA support, differentiation, disapplication.</i>)			
Seating/position in classroom.			
Curriculum activities appropriately structured and supported.			
Opportunity to have timeout to calm down.			
Pupil involved in planning and review.			
Parents involved in planning and review.			
Education Plan in place. (if appropriate)			
Opportunities to learn new social/emotional skills.			
Regular feedback about positive behaviour.			
Outside lessons (<i>are there difficulties in unstructured time? How can these be addressed? Alternative activities available at break.</i>)			
Pupil escorted at transition times.			
The communicative function of behaviour understood.			
Opportunities to teach new skills.			
Other – be specific			

5. Reactive Strategies

Identify responsive strategies which can be used in response to early warning signs or an escalating situation. Early warning signs for this pupil are:

Reactive Strategy	In Place	Action by whom	Appropriateness to be recorded
Removal of trigger			
Distraction			
Calming time			
Take up time			
Give physical space			
Verbal support			
Use calm voice			
Redirection			
Physical intervention			
Other – be specific			

6. **Social/emotional** (*are there particular skills which the pupil needs to acquire? E.g. emotional literacy, social skills?*)

7. **If the pupil has an EHCP/existing statement of SEN** *consider the appropriateness of holding an interim annual review?*

8. **Does additional external support need to be accessed to support learning and**

achievement?

Identify what school can do and which if any agency can help

9. Parent/Carer's View

(Parent /carer to give views on what might be done differently to enable the pupil to stay in school, including their contribution to that support)

10. Pupil View

(Pupil to give views on what might enable them to maintain and improve their experience of school)

11. Are there other issues that would benefit from extra support to assist the pupil's achievement and well being?

12. Other Agencies Views

13. Agreed actions

14. Outcomes for the child or young person.

□

Please ensure PSP planner completed and distributed to all involved staff.

PS Lead: Mentor:

Additional supporter (when identified):

Signed (School):

Signed (Pupil) if appropriate:

Signed (Parent):

A copy of the completed PSP should be made available to parents / carers.

Review date:

Documentation attached where appropriate:

IEP	Y/N
CPS report	Y/N
BSS feedback sheets	Y/N
Copies of Joint Agreements	Y/N
Attendance record	Y/N
SENSS assessment	Y/N
Copy of SEN statement/EHCP	Y/N Other

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Comments & Observation:

Projected Review Date:**Review Date:** _____ **People involved:** Pupil Parent Teacher TA

Other (specify)

Parental signature:**Date****HVPA Signature:****Date:****N.B. It may be useful to use the Behaviour Drafting sheet to identify and develop areas and actions for this plan.**

Behaviour/ Pastoral Support Plan Review

Hill View Primary Academy

Date of meeting:

Name of pupil:

Date of Birth:

NC Year:

Attendance % to date:

Present at meeting (inc. role and contact details): Name

R
o
l
e

Contact

Apologies:

What has changed since the implementation of the plan?

Targets achieved:

(Have appropriate rewards been implemented and recognition of success recorded?)

General progress and improvement:

(Include change in attitude, academic progress, engagement with activities etc.)

Areas still needing improvement:

(Identify revised targets as necessary)

Further support/action needed

Is the plan deemed to have produced a positive improvement in the pupil's behaviour?

Should a revised plan continue in place?

Further review date agreed: