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

Individual Behaviour Plan-Drafting sheet and IBP

Describe the behaviour. What do you think is is really i whan to perform the is really i whan to perform the is really i whan to be in that off i want to be in that off i m saved i	olved:
Are there any triggers? (A-B-C) SOV TALK Describe the behaviour. Third, do you that it is really communicative? I source that it is really communicative	
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Describe the behaviour. What do you thnk it is really - I work it now? - Work it op get away from this - In scared - Low at m. phese like - I work to be in charge! - Manual og get you - back to what you dat - starting - Centre - I work to be part of - I work	
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 I want in owit I want to get away from this I want to get away from this I scared Look at mo, please like meant to be in charge! BODDY TALK BODDY TALK I angoing to get you back for what you did earlief I don't want to be part of this group? I don't the stops I don't the stops I don't the stops I don't stop don't wan	aking the behaviour worse. <u>ange in</u> environment?
1 want to get away from this 1. 2. + the result on easy of the second of the sec	hting/ noise/ temperature/ ng/ position/ movement around erials/ resources etc
Look at me, please like mel goals/choice I want to be in charge! BODDY TALK Jam gong to getyou back for what you dd earlief I don't want to be part of this group! ENVIRONMENT ARGET EODY TALK What does the new ehaviour look like? REINFORCEM Vhast the teines and inforced? 3. Vhat wat is lease and endiverf 3. Vhat wat is lease and endiverf 3. Vhat wat is lease and endiverf 3. Vhat wat is lease and behaviour look like? 4. Vhat wat is lease and two devices and behaviour look like? 3. Vhat wat is the steps towards the new ehaviour is learned and einforced? ARGET EDOY TALK What are the steps towards the new ehaviour is learned and einforced? 3. What wat is usuations? MARGET EDOY TALK What wat is usuations? BODDY TALK What wat is usuations? A. What wat is usuations? BODDY TALK What wat is usuations? BODDY TALK What is the invescele for BODDY TALK	ivities/ task difficulty (too hard- erest level/ relevance/ variety/
arythmy - I can II - I am going to get you back for what you did earlier! - I don't want to be part of this group! ARGET BODYTALK What does the new behaviour look like? What strategies might the hild develop to deescalate robel means behaviour along the way ook like and what is sceeptable as the new behaviour along the way ook like and what is sceeptable as the new behaviour 1/2-3-4 - What is the tetps towards. BODYTALK Nate Streeters What is the tetps towards. Participation 	nvolvement/ fun! Iationships with others?
I am going to get you back for what you did earlier! I don't want to be part of this group! TARGET BODY TALK What strategies might the behaviour and make the right choices? What will steps towards this behaviour and make the right choices? What will steps towards this behaviour and make the right choices? TARGET EDOY TALK TARGET BODY TALK Net will steps towards this behaviour and make the right choices? What will steps towards this behaviour and make the right choices? What will steps towards this behaviour and the steps towards the steps towards the steps towards the steps towards the rew behaviour? 1-2-3-4. I What are the steps towards for behavior? What is stuations?	ngs/ peer group/ academic grou xpressive language/ social xpectations/ attitudes of others
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behaviour along the way ook like and what is acceptable as the new behaviour? 1-2-3-4 • Mwat is the timescale for • What is the timescale for	on shoulder, eye contact/ close rection & distraction/ praising by exemplifying desired
behaviour is learned and einforced? What are the steps towards the new behaviour? 1-2-3-4 BODYTALK BODYTALK BODYTALK What is the timescale for What is the timescale for Control Contro	ve listening- 'I can see that you
 What are the steps towards the new behaviour? 1-2-3-4 How long do they need to be able to do it? In what situations? What is the timescale for 	arcasm/ relocating the pupil- e. is message to'. s & goodies inc. time doing
In what situations? What is the timescale for they will!	ty etc… ng good/ music/ relaxed
In what situations? What is the timescale for they will!	spending time doing preferred ild kens, stickers/ certificates
	hat happens when they fail?
How will parents be involved? Excluded from	Out/ miss treat/ miss reward. staff member/ parents contacte activity/ excluded from school
etc • RPI !!!!!	
STEPS TOWARDS TIMESCALE	

В.	Gende	er: Year g	roup: Class teacher:		Children wi	th an IBP are mon
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 & Observati	on:				
Projected Review Date:					
Review Date:	People involved: Pupil	Parent	Teacher TA	Other (specify)	

iew	Date:		

Other (specify) Parental signature: HVPA Signature: Date:

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

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.

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

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.

L – likely There is a possibility that the behaviour will occur again.

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 (identify 'stress points' and suggest alternatives, e.g. TA support, differentiation, disapplication.			
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 (are there difficulties in unstructured time? How can these be addressed?) Alternative activities available at break.			
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	-	Action by whom	
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			

	our Plan Drafting Sheet Name	of Child: Class:	Date:	Involved:
/hat behaviours would you l hange? (Why are they a	ike to			
oblem?) hat has been tried already'	2			
re there any triggers? (A-B-	C)			
ODY TALK				ENVIRONMENT
escribe the behaviour.				Think about how the environment might be contributing or making the behaviour worse.
hat do you think it is ally communicating?				What can we change in the physical environment?
I want it now!				size/ space/ lighting/ noise/ temperature/ furniture/ seating/ position/ movement aroun
don't want to! I want to get away from		2		access to materials/ resources etc • the routines and/ or curriculum?
this! I'm scared!		۷.		 transitions/ activities/ task difficulty (too hard too easy?)/ interest level/ relevance/ variety/
Look at me, please like me!				goals/ choice involvement/ fun! • support for relationships with others?
l want to be in charge! Don't expect me to do		ENVIRONI		 friends/ groupings/ peer group/ academic group/ interactions/ expressive language/ so
anything- I can't! am going to get you		LITVIKOITI		acceptance/ expectations/ attitudes of other toward.
back for what you did				support for personal state?
earlier! I don't want to be part of				 anxiety/ self-esteem/ sadness/ rejection/ base needs- hunger – tiredness etc
this group!				REINFORCEMENT
hat does the new				There are two aspects to this- rewards and
haviour look like? hat strategies might the				sanctions underpinned by increasing self cont to 'fuse' the behaviour under conscious contro
ld develop to deescalate				 <u>Rewards</u>: social- smile, tone of voice/ non- verbals- hand on shoulder, eye contact/ close
ake the right choices? nat will steps towards this				proximity/ redirection & distraction/ praising someone nearby exemplifying desired
haviour along the way ok like and what is				behaviour/ active listening- 'I can see that yo are upset'/
ceptable as the new haviour is learned and		DEINICODO		 humour- not sarcasm/ relocating the pupil- e 'please take this message to'.
nforced?		REINFORCE		 Material- treats & goodies inc. time doing favourite activity etc
What are the steps towards the new				 Sensory- feeling good/ music/ relaxed atmosphere
behaviour? 1-2-3-4 How long do they need to				 Activity- adult spending time doing preferred activity with child
he able to do it? In what situations?				 Secondary- tokens, stickers/ certificates Sanctions!! What happens when they fail?.
What is the timescale for hange?				they will! Shaping/ Time Out/ miss treat/ miss reward
low will parents be nvolved?				 sent to senior staff member/ parents contac Excluded from activity/ excluded from school
				etc • RPI !!!!!
		TIMESCA		

VPA Behav o.B.	iour/ Pastoral Support Gender		of child: roup: Class teacher:		Children with	an IBP are monito
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:

N.B. It may be useful to use the Behaviour Drafting sheet to identify and develop areas and actions for this plan.

Behaviour/ Pastoral Hill View Primary Act	Date of meeting:		
Name of pupil:			
Date of Birth:	NC Year:		
Attendance % to d	ate:		
Present at meeting	(inc. role and con	tact details): Name	
		R	
		0	
		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: