**Individual behaviour/risk management plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name: Joe Bloggs** | **Date of birth:**  | **Date:** 20th February 2017 | **Review date:** 20th March 2017 |
| **Risk reduction measures and differentiated measures (to respond to triggers)****Joe doesn’t have a smooth start to the morning if he arrives too early or if the morning task takes more than five minutes.** * When Joe arrives for school early, he will go to the breakfast club. He puts his things away first and does the lunch register.
* When Joe comes in he will have a five-minute timer on his desk. This will be turned over when he starts his morning activity of handwriting. When the time is up, he can help Miss H do the lunch register.

**Sitting quietly and listening for more than 10 minutes can lead Joe to be disruptive or hurt others.** * At assembly time (Monday - Thursday), Joe will have a ten-minute timer with Miss L. Once the time is up, Joe will be allowed back into class for an activity.

**In a busy or noisy environment, Joe find it difficult to remain focused.*** Joe can choose to wear headphones at any time of day.
* When Joe is on the carpet, he will be supported in questioning by an adult nearby.
* One-to-one work will take place with an adult in the breakout room (a supportive environment that Joe likes). Occasionally, this will involve other children working with him in a small group, assisted by an adult. This smaller environment will reduce the number of possible distractions or anxieties.

**Working in larger groups can be a trigger for Joe’s anxieties.*** Joe will complete guided reading in a group of three.
* When undertaking group work, Joe may take two/three peers to the breakout room.

**Joe finds PE challenging. Getting changed for PE can trigger his anxieties and he disrupts the learning in the lesson.*** During PE, Joe gets changed in the breakout room - he can choose a friend to get ready with him.
* He will complete PE for 10 minutes using the timer. We will then have a five-minute break. Once the break is over, he can come back.

**Joe needs opportunities to calm down, either following an outburst or when staff can identify anxious moments during the day.*** Using sensory techniques in the breakout room will help Joe to calm down throughout the day.

**Joe needs more positive experiences and in turn positive feelings in school.*** Joe is expected to be a good learner and to try hard. We will continue to give him pportunities to enjoy learning with his peers.
 |
| **Pro-social/positive behaviours:*** Talking to adults about his interests.
* Playing with friends at lunch time.
* Holding door for children.
* Following instructions.
* Staying focused on a task for at least ten minutes.
* Telling an adult when he/she feels unhappy, uncomfortable or angry.
 | **Strategies to respond****Use simple praise phrases when Joe gives his input.** * ‘Thank you for telling me…’
* ‘Well done for…’
* ‘I’m proud of you Joe.’
* ‘Good job.’
 |
| **Anxiety/difficult behaviours:*** Refusing to write.
* Not following instructions.
* Sitting under tables.
* Making noises.
* Screaming.
* Refusing to talk.
* Running away.
* Throwing objects.
 | **Strategies to respond****Use simple commands with Joe that clearly explain what you want to happen (positive phrasing).*** If Joe has not followed the instructions given to him, we will use simple commands.
	+ ‘Walk with me to the library.’
	+ ‘Stay seated in your chair.’
	+ ‘Joe – [*insert his instruction*] *-* thank you.’
	+ ‘Joe - walking slowly - well done.’

Repeat slowly and calmly three times (to help him to process the instruction).**If Joe does not respond, he will be given a limited choice.** * If not writing: ‘Write with this pencil or this pencil?’
* If not sitting next to partner: ‘Sit this side or this side of your partner?’

**Disempower the behaviour by ignoring it or not appearing bothered by it.*** If Joe is under a table, staff give him a choice. ‘Sit on the carpet here, or the carpet *here*?’ If given no response, staff will ignore the behaviour or say: ‘You can listen from there.’
* If Joe is making noises or screaming, staff will ignore the sound and use a distraction technique: hum/sing a tune, ask him to help you do a job…
* If Joe is not talking: use a distraction technique.
* If Joe runs, staff will not run after him. They will make sure that they can see him and know that he is safe. When Joe stops, say ‘I will wait here until you are ready’ and walk away from him, where he is still in sight.
* Staff will ask if this is a dangerous or difficult behaviour. If everyone is safe, then use the script ‘Joe, please walk to your room with me - thank you.’ Then move to choices: ‘Would you like to walk to your room with me, or help me do a job?’
 |
| **Crisis/dangerous behaviours*** Hitting peers.
* Hitting staff.
* Throwing objects.
* Throwing furniture.
 | **Strategies to respond****Staff will decide if this is a dangerous behaviour.** If others are not safe, then:* remove the risk either by asking Joe to have time out (‘Joe, please leave the classroom’) or by moving the class. Staff must keep a sensible distance from Joe when he is hitting /expressing anger.
* two members of staff may guide Joe out of the room to a safe, quiet space (ideally the breakout room). Staff will not use force (pull or drag) but will guide.

When the risk has been removed and Joe is calm, staff will walk away from Joe for a minute and then reengage but will not discuss the incident. Use of sensory activities or a distraction task will follow. |
| **Post-incident recovery and debrief measures**Joe will be given time to calm down following an incident (considering that it takes 45 minutes for a child’s metabolism to return to normal). Staff may take Joe for a walk around school and playground for a while or complete some jobs to allow this calm-down time to happen. **Consequences will be determined by staff after incidents have taken place.** * Protective consequences: Joe will be given a consequence that will ensure staff/pupils are kept safe, such as keeping him away from his peers/to work away from the staff or pupils in Year 3 for the morning or afternoon.
* Educational consequences: a suitable member of staff will be sought to undertake a restorative conversation to help him to reflect on his behaviour. (Sometimes a different face is better placed to do this – teachers/SLT are on hand to support.)

**Al staff will aim to use the same language with the Joe when debriefing.*** What happened? *(Allow him to recount the story.)*
* What were you thinking when it happened? How do you feel now?
* Who has been upset by it? How are they upset? *(Name the behaviour to help give Joe the emotional literacy: ‘You made Miss Bradshaw worried when you threw the chair. She thought someone would get hurt.’)*
* What do you think you can do to make things better?

Joe will be expected to make things better. The aim will be for him to identify how to do this e.g. make an apology, pick up the objects, tidy his mess or pick up the furniture. Joe’s apology will sometimes be verbal and sometimes in a written format (depending on what staff feel is most appropriate). An educational consequence may also include him completing work, or doing some other related work.*NB: Sometimes Joe cannot recall what has happened. Staff will show Joe to help him understand, if appropriate e.g. show him the messy classroom or broken objects.*  |

**Signature of plan co-ordinator: Date:**

**Signature of parent/carer: Date:**

**Signature of young person: Date:**

*Author: Ruchi Sabharwal, assistant headteacher at The Weatheralls Primary School*