

Behavioural Support Plans

Some children may not be able to comply with school rules and policies to the same extent as others. For these children, it may be necessary to devise an Individual Behaviour Support Plan. It is a document created for children who have behaviour difficulties, learning difficulties that affect their behaviour, or those with social difficulties. The concept of it being a support plan is important – we want to support the child towards behaving in a more appropriate and acceptable way.

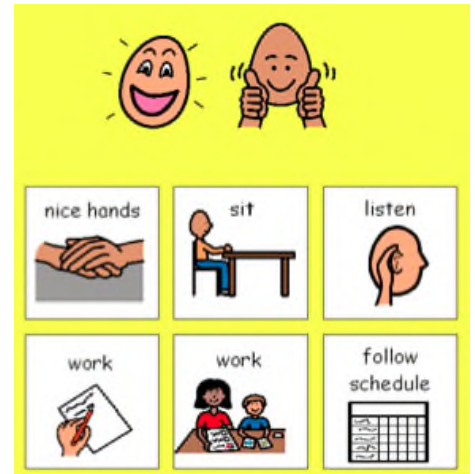
There are a number of steps to an Individual Behaviour Support Plan. These are generally the steps that one might take:

1. **Identify Problem Behaviours:** make a record of all the problem behaviours being exhibited. Identify one that causes most concern / that you would like to change, or perhaps identify one that you think you have most likelihood of succeeding with.
2. **Observe and Record Behaviour:** Having selected one behaviour, document each time this behaviour occurs. The purpose of this is to get a baseline record of the behaviour. In this process, you can note exactly what is happening, when it is happening, who is present at the time, and what is the intensity of the behaviour. Recording of behaviours should be carried out over the course of a full week.
3. **Analyse Data Gathered:** once the recording phase has passed, an analysis of the data may be able to answer the following two questions: What does this data tell me? What can I do about it?
4. **Implement Intervention Strategy:** We need to identify ways of supporting / encouraging the child to change his/her behaviour to a more acceptable behaviour. A Behavioural Support Plan may contain types of strategies that may be used to ensure the child is feeling comfortable and their needs are being met. These are called **proactive** strategies and are designed to try and limit challenging behaviour. They may include:
 - Look for triggers
 - Teach skills e.g., a sign for “finished”
 - Be aware of how you talk to the person e.g., firm, funny and calm
 - Adjust the environment e.g., dim the lights, tie hair back to stop someone pulling hair
 - Rewards
 - Routine and structure
 - Boundaries



A Behavioural Support Plan may also feature **reactive** strategies, which are designed to help carers understand how to respond to disruptive behaviour. These may include:

- reminding the child of what is expected of them
- distracting the child rather than confronting
- match the activity to the child's ability level and interests
- anticipate problem times and plan for them e.g., transitions
- give clear directions
- removing the trigger



5. **Evaluate the Intervention:** assess after one day / week / month whether the plan is working or not. If not, think about whether it is worth persisting with it for more time or to try a different approach. At this stage, a multi-agency approach is vital – consult with other staff members, parents, professionals and with the child to get their views on how the support plan is working. The evaluation phase may consider:

- Are the rewards being used effective and strong enough for the child? Do we need to change the type, level or frequency of the reward?
- Does the key staff member have a positive relationship with the child? Sometimes there can be a clash of personalities and if this is the case it might be appropriate to look at involving a change of face
- Are the boundaries included in the Behaviour Plan as clear, precise and firm as possible?
- Have we taken time to show the child what type of behaviour we expect, as well as what we don't want to see?
- Was there consistency in the implementation of the plan agreement or did we let it slide?
- Did parents play their part in ensuring compliance with the plan / supporting and encouraging the child?
- Does the child need more positive attention than we have been able to give them so far?

Example:

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Challenging behaviour What does it look like? What triggers it?	Targets What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behavior? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Agreement: Parent name Parent signature Date	Staff name Staff signature Date

Useful Links:

[Positive behaviour support](#)

[Behaviour action plan](#)



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