OXSIT

Behaviour Success Support Plan

**Guidance notes:**

* This document is designed to support school staff plan for and support learners presenting with challenging behaviour. Ideally this will be used in conjunction with OXSIT’s Inclusion Support Plan with support from your OXSIT consultant. However, this can be used as a stand-alone document.
* It is prepopulated with guidance on how to plan for children communicating through their behaviour that challenges. The user will need to adapt this to personalise the plan for the child/YP in question, using the guidance as prompts.
* It is important this plan considers the views of the child/young person and their parents/carers, as well as school staff.
* This plan must be regularly reviewed and updated (at least every 6 weeks) with the child / young person.
* Consider creating a baseline by using QCA, SDQ or The Boxall Profile in order to effectively evaluate impact.
* It is helpful if staff have had some training in positive behaviour support

Contact OXSIT for further support at OXSIT@Oxfordshire.gov.uk

**Success Plan for:**

**Plan number:** *Initial plan or review 1 / 2 etc.*

**Start date:**

**Lead adult:**

**People involved in this plan:**

(Include staff, the pupil, family members, outside professionals)

**Date(s) reviewed:**

(Put review notes in a different colour)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Presenting behaviours**(What are you seeing?) | **My difficult situations**(What problem is the child or young person trying to solve? What might they be trying to say? What unmet emotional need might there be?) | **Adult Support**(What might I do to help contain the child’s difficult emotions? What can the child infer from my response? Bear in mind how you feel as an adult. How can you ensure this isn’t an unhelpful part of the response? ) | **Scripts/Key phrases**(How can we offer a *consistent message* whilst responding to the CURRENT situation? Keeping your eye on the *primary* goal, don’t get distracted by secondary behaviours. What possible meanings might our words convey?) |
| **Planning for success – including your universal offer to support SEMH** | **List behaviours you are concerned about (include low and high level behaviours)** | **Note down any possible triggers or anxieties the child may have:**Type of learningUnstructured timePlay/lunch timesEnvironmental factors (home)TraumaTransitions from home to school  | **Where possible work with the child’s family to ensure consistent and joined up strategies at home and school**Ensure your class rules are clear and relevantEnsure class reward chart (individual too if necessary ***but private***)Visual timetable/now and next Welcome the childSoft landings plannedVariety of options availableConsider using transitional object for comfortShort activitiesTeach child about how to identify warning signs in their bodies when getting anxiousFocus on child’s interests Consider which strategies work best for meeting and greeting the child. Is this outside the classroom? At the front door/playground? Do they need a different start time, 10 mins earlier?  | **Scripting needs to be delivered in a REAL and genuine way**It’s really great to see you today!I can see you trying really hard. Well done.You are safe, I am here.What do you need? How can I help?I can see you are feeling angry/frustrated/upset?(Make sure you can identify if YOU are further triggering the child and swap with another adult.) |
| **Calm and engaged** | **Describe the child at his/her best – realistic expectations – what does it look like for THEM?**Attempting learningNot disruptingAt workstation or working in a pair/groupPositive, relaxed body languageGood communication – keen to interactListensWill accept challenge in learningCooperative with othersCan manage some conflict | I feel safeI am not hungry/tired/worriedI feel I belong here/acceptedI am able to attempt my work (independently/with support/with a peer)I feel good about myselfI trust others | Give clear expectations and individual instructions Give space to work independently or with support or othersBe kind and praise for being and doingTake opportunity to give positive messages about attitudes to learningTry and stick to agreed timetable – BUT don't be afraid to be flexible, extend or change optionsOffer a choice of options to approach tasks – no more than two choicesReduce the risk of failure – work on a whiteboard, scribe, scaffolding and differentiation key here | Remember what we did on the board? Let’s remind ourselves what you can use to help.Do you need more help?Can you tell me your next step?I am coming back in……What can you do if you are stuck?I’ve noticed how you… (praise)I can see you are feeling…  |
| **Early warning signs****Anxiety/Trigger*****Diversion, support and reassurance***  | Withdrawing from the groupFiddlingStaring to disruptOff taskSwinging on chairCalling outI’m tired, hungryBaby voiceI want to speak to Mummy/DaddyDoesn’t want to complete learningShakes when upset/anxiousShakes when he does not want to do a taskVery aware of facial expressions and reacts against them | I’m boredMy work isn’t at the right levelMy work isn’t interesting to meI am afraid I can’t do itI don’t want to be hereI’m tired, hungry, worriedI am not feeling safe I have low self-esteem (compares work to others, aware of children laughing ‘at’ them)I don’t understand what you are asking me to doAny attention is better than no attention for meI want to be heard and noticed | ReassuranceEmpathyGenuine praiseIgnoring (deliberate and tactical)Visual timetable Now and Next….Distraction is key here!Don’t apply further pressureChange of activity/play/adultBe alongside the child…**Realistic expectations**What is the best option for child/class/staff?‘Everyone is getting what they *need’*Use school nurture space/calm down space/physical exercise to divert childOffer class-based Time Out (NOT as punishment) | I can see you are bored/angry/sad etc (PACE language)You are part of our teamI’m listening to you I want to help youLet’s go and….You can do this.Small immediate rewards for complianceI’ve noticed how you… (praise)I can see you are feeling… Reminder/prompt: “Choose kind hands”.Let’s complete some work together, I’ll write a sentence, then we write a sentence, then, you write a sentence…Take this note to the school office for me. Thank you! |
| **Escalating*****Diversion, reassurance, clear limits, boundaries and choices***  | Refusing to complete workSaying they doesn’t want to do the chosen activity any moreGoing under the tableLeaving the roomShoutingSaying ‘leave me alone’‘stop following me’SwearingMaking high pitched noises‘I want to go home’Provoking othersSwinging on chairPacing around the classroom | I’m finding this hardI can’t do this workI’m too hotI’m boredI’m frustratedI don’t feel safe right nowI’m hungryI’m worriedI’m distractedI need spaceI need thinking timeThings don’t seem fairI don’t want to work in a group I’m overwhelmed and anxious | Use physical presence without the need for words (e.g. adult goes to sit next to child and re engages)Give child space Stay quiet or speak (know your child)Get Child’s box of special objects/transitional objectOffer change of location for alternative activityUse school nurture space/calm down space/physical exercise to divert child such as star jumps, running, push ups, push against wall.Offer class-based Time Out (NOT as punishment)Revise plan for class and change activity if needed (a 10-minute change now might just save your day)Focus on what the child needs at that moment (it is unlikely to be work!)Adult to use a flat expression- no signs of anger/upset.Clear and direct- state the behaviour you want. Take pupil for ‘cool down’ time.  | I’m not following you - I just need to know you are safeYou can have space as long as I can see you. (being obviously watched is often a trigger/think of the audience factor)Do you want something from your bag? Uno cards/teddy – use to distract and gradually bring backPACE language – you might offer the LOUD empathy at this stage e.g. use ‘I’Ask what the child needs (picture cards if cant verbalise) Ask them to show you what they needChoice and consequenceKnow your child – many respond to positive touch/pressure (hand on back, offer holding hand)I can see you are feeling… Let’s calm down outside… I need you to…\_\_\_\_ is hurt. Choose kind hands. I am here to help you.I am here to listen. |
| **Crisis point** | Violent behaviour towards others and propertyShouting, running, kicking, hitting, crying, throwing things, threats, swearing, biting, spitting, taking clothes offDamaging displays/ propertyAbsconding from school siteHiding from adults | Highly anxious (fight/flight)I am experiencing strong emotions that I am unable to express or controlEveryone is against meI don’t feel safeI don’t trust grown-ups at schoolI need to get outI need to make things changeI am hurting…I want to hurtI am scaredI feel out of control | Language processing almost impossible for the child – reduce language, speak slowerRisk assess constantly – damage limitation(which is worse…throwing chairs in the classroom or throwing stones outside?)Normal processing cannot take place Keep body language and face calm and don’t panicDon’t try and contain – let the child outOffer child a way outMove objects/other children if necessaryAvoid reprimand/ escalating furtherBe clear and slowSend for support – excellent and planned communication between adults criticalThe consequence comes laterConsider Team Teach if trainedChange of faceMove the rest of the children/limit the audience | You need to know your child at this stage to know whether coaching the child or staying silent is the best option.At this point it is more to do with what the adult does rather than what the adult says.If appropriate for the child write a script for this stage. Consider including trauma informed language.Consider swapping adults- we may be a trigger at this point. |
| **Recovery****Depressive state*****Observation, support & monitoring*** | May sit/lie quietlyMay want to hideMay try to hurt them selfMay sleepCan escalate back into crisis very quicklyMay communicate grudginglyMay be tearful/clingy/want a cuddleMay avoid eye contact | Child may still feel anxious/angry etcMay feel regretfulMay feel shame and embarrassmentMay reject themselvesMay be worried that others will reject them | Begin reading a book/playing a gameFind opportunities to rebuild and reconnect – eye contact if possibleContinue to provide reassuranceObserve for escalation signs ‘Hear’ and acknowledge the apology where it is implicit in the behaviour If you are too emotionally caught up at this point change the adultConsider carefully the timing for going back to class – try and use a natural break (break/lunch)This is not the time for consequence for their actions/’punishment’/apology | I am here for you when you are readyShall we go to the …room now? Change the spaceWould you like a drink?You look a bit hot shall we take your jumper off?I’m going to read this story – come and join me when you feel readyI’m going to play (this game), come and join me when you are ready |
| **Follow up/restoration*****Listening & learning*** | Starts communicating againMay ask what’s happening next/ what’s going to happen to me? | Child may still feel anxious/angry etcMay feel regretfulMay feel shame and embarrassment | ***Remember that post crisis a child/YP may appear to be calm. However, this does NOT necessarily mean they are ready to return to learning in the classroom environment. Plan and consider what reasonable adjustments/alternative provision you can provide to support the child back to engaging in learning.***Show acceptance of the childProvide reassuranceFrame positivelyListen to the child’s viewsConsider using a restorative approach:The restorative approach focuses on key questions:* What happened?
* What were you thinking?
* How did this make people feel?
* Who else has been affected?
* What should we do to put things right?
* How can we do things differently in the future?

The effect of these questions will not work if you:* Are trying to “steer” towards a solution
* Want to fix
* Condemn or judge

Think together – what happened? How did each person feel?Are there natural things that can be done to follow up? Is further repair activity needed?E.g. putting up a display that has been torn downReflect on any learning from incidents and revise planning stage | How can we help you next time you feel angry or worried?Everything is going to be okWhat could we do to make things better? (Make a card, include someone in a game, sit next to them)You made a good choice in going to the …room. That helped you to calm down and get your day back on track |

**Risk Assessment**

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| --- | --- | --- | --- | --- | --- |
| **A**  | **School/Setting**  | **Name of Pupil**  | **School Year**  | **D.O.E** | **D.O.B**  |
|  |  |  |  |  |  |
| **B**  | **What are the behavioural patterns that present health and safety hazards?**  |
|  |  |
| **C**  | **What risks do they pose and to whom?** | **Estimate Risk Level H / M / L** |
|  |  |  |
| **D**  | **What measures have been taken to reduce the risks?** | **Risk Level Achieved H / M / L** |
|  |  |  |
| **E**  | **What further action is needed to reduce the risk?** **(State action/Specify dates)**  | **Remaining Risk Level H / M / L** |
|  |  |  |
| **F**  | **What activities pose a greater risk and need to be reasonably and safely managed?****What reasonable adjustments can be made to enable the pupil to more safely engage in the activity?****What activities cannot be reasonably safely managed and what is the alternative plan to ensure the pupil is included?**  |