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](mailto: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)

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|  | **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 learning  Unstructured time  Play/lunch times  Environmental factors (home)  Trauma  Transitions 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 relevant  Ensure class reward chart (individual too if necessary ***but private***)  Visual timetable/now and next  Welcome the child  Soft landings planned  Variety of options available  Consider using transitional object for comfort  Short activities  Teach child about how to identify warning signs in their bodies when getting anxious  Focus 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 learning  Not disrupting  At workstation or working in a pair/group  Positive, relaxed body language  Good communication – keen to interact  Listens  Will accept challenge in learning  Cooperative with others  Can manage some conflict | I feel safe  I am not hungry/tired/worried  I feel I belong here/accepted  I am able to attempt my work (independently/with support/with a peer)  I feel good about myself  I trust others | Give clear expectations and individual instructions  Give space to work independently or with support or others  Be kind and praise for being and doing  Take opportunity to give positive messages about attitudes to learning  Try and stick to agreed timetable – BUT don't be afraid to be flexible, extend or change options  Offer a choice of options to approach tasks – no more than two choices  Reduce 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 group  Fiddling  Staring to disrupt  Off task  Swinging on chair  Calling out  I’m tired, hungry  Baby voice  I want to speak to Mummy/Daddy  Doesn’t want to complete learning  Shakes when upset/anxious  Shakes when he does not want to do a task  Very aware of facial expressions and reacts against them | I’m bored  My work isn’t at the right level  My work isn’t interesting to me  I am afraid I can’t do it  I don’t want to be here  I’m tired, hungry, worried  I 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 do  Any attention is better than no attention for me  I want to be heard and noticed | Reassurance  Empathy  Genuine praise  Ignoring (deliberate and tactical)  Visual timetable Now and Next….  Distraction is key here!  Don’t apply further pressure  Change of activity/play/adult  Be 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 child  Offer class-based Time Out (NOT as punishment) | I can see you are bored/angry/sad etc (PACE language)  You are part of our team  I’m listening to you  I want to help you  Let’s go and….  You can do this.  Small immediate rewards for compliance  I’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 work  Saying they doesn’t want to do the chosen activity any more  Going under the table  Leaving the room  Shouting  Saying ‘leave me alone’  ‘stop following me’  Swearing  Making high pitched noises  ‘I want to go home’  Provoking others  Swinging on chair  Pacing around the classroom | I’m finding this hard  I can’t do this work  I’m too hot  I’m bored  I’m frustrated  I don’t feel safe right now  I’m hungry  I’m worried  I’m distracted  I need space  I need thinking time  Things don’t seem fair  I 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 object  Offer change of location for alternative activity  Use 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 safe  You 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 back  PACE 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 need  Choice and consequence  Know 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 property  Shouting, running, kicking, hitting, crying, throwing things, threats, swearing, biting, spitting, taking clothes off  Damaging displays/ property  Absconding from school site  Hiding from adults | Highly anxious (fight/flight)  I am experiencing strong emotions that I am unable to express or control  Everyone is against me  I don’t feel safe  I don’t trust grown-ups at school  I need to get out  I need to make things change  I am hurting…I want to hurt  I am scared  I feel out of control | Language processing almost impossible for the child – reduce language, speak slower  Risk 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 panic  Don’t try and contain – let the child out  Offer child a way out  Move objects/other children if necessary  Avoid reprimand/ escalating further  Be clear and slow  Send for support – excellent and planned communication between adults critical  The consequence comes later  Consider Team Teach if trained  Change of face  Move 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 quietly  May want to hide  May try to hurt them self  May sleep  Can escalate back into crisis very quickly  May communicate grudgingly  May be tearful/clingy/want a cuddle  May avoid eye contact | Child may still feel anxious/angry etc  May feel regretful  May feel shame and embarrassment  May reject themselves  May be worried that others will reject them | Begin reading a book/playing a game  Find opportunities to rebuild and reconnect – eye contact if possible  Continue to provide reassurance  Observe 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 adult  Consider 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 ready  Shall we go to the …room now? Change the space  Would 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 ready  I’m going to play (this game), come and join me when you are ready |
| **Follow up/restoration**  ***Listening & learning*** | Starts communicating again  May ask what’s happening next/ what’s going to happen to me? | Child may still feel anxious/angry etc  May feel regretful  May 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 child  Provide reassurance  Frame positively  Listen to the child’s views  Consider 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 down  Reflect 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 ok  What 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** |
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| **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** | | | |
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| **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?** | | | | | | |