

**Individual Behaviour Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |  | **Teacher** |  |
| **Class** |  | **Additional support** |  |
| **Level on the SEN register** | SA / SA+ / SSEN | **Date of plan** |  |

Why are you doing this Individual Behaviour Plan? What is the risk? What has happened?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk** | **Likelihood** | **Severity** | **Situations it could occur** | **Who is at risk?** |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Symptoms the child displays** | **Strategies in place to help the child** | **What adults will do help at this stage** | **Positive and negative consequences the child can chose** | **Review/changes and date** |
| **Proactive interventions** | How do you know these interventions are working? | List the skill building sessions, changes to the environment and reward systems in place. |  |  |  |
| **Trigger stage interventions** | List the phrases the child uses, the behaviours they display, what their body language is like. | Strategies you have planned. | It is likely that the child will need scaffolding to get out of the situation, record it here. | It is important that the child has the opportunity to find a successful way out. |  |
| **Escalation stage interventions** | List the phrases the child uses, the behaviours they display, what their body language is like. | Strategies you have planned. | It is likely that the child will need scaffolding to get out of the situation, record it here. | It is important that the child has the opportunity to find a successful way out. |  |
| **Crisis stage interventions** | List the phrases the child uses, the behaviours they display, what their body language is like. | Strategies you have planned. | It is likely that the child will need scaffolding to get out of the situation, record it here. | It is important that the child has the opportunity to find a successful way out. |  |
| **Post-crisis interventions** | List the phrases the child uses, the behaviours they display, what their body language is like. | Strategies you have planned. | It is likely that the child will need scaffolding to get out of the situation, record it here.  Plan when you will talk to the child (after the post-depressive phase). |  |  |

Discussed with parent? 🞏 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How has this been communicated to staff?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

External support/training required:­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_