



Behaviour Management Plan Incorporating a Positive Handling Plan

Using the Plan Effectively

Part A

This section should list the benefits and drawbacks of all possible control measures for managing an individual's behaviour. This part of the Plan is not generally seen by parents or others, but is more often the outcome of a meeting between all relevant staff and, in some cases, with the individual who needs the Plan. It also provides an audit trail of successful strategies and changes in the application of the less successful control measures.

Often, Part A is used as a template for all Behaviour Management Plans (BMP) with extensive options from which staff devising a plan for an individual will choose relevant ones to include in Part B.

Part B

This section forms the substance of the risk assessment of an individual's behaviour and will inform other risk assessments, particularly for trips off-site. It should be completed using only relevant information and options from Part A. This process should always involve the Special Educational Needs Coordinator (SENCO) where one is in place and any relevant partnership or external learning support service available. Once completed, all parties should sign their agreement to the plan including parents and the individual themselves.

In a statutory learning environment Part B will then form part of the overall Individual Education Plan and should be subject to review following serious or numerous incidents and at least annually. The threshold which should trigger a review outside of the annual review schedule should be agreed at the outset.

Part C

This section should be completed **only** when staff have received suitable training in positive handling techniques and it should detail the specific handling techniques which staff should use with the individual when all other methods of control have failed.

Behaviour Management Plan: Part A

School/Setting:			
Name of Assessor(s):			
Date of Assessment:		Proposed Review Date:	
Risk Reduction Options			
<p>There are three distinct points at which behaviour management strategies will change. There will be <i>proactive interventions</i> aimed at preventing behaviour issues from arising in the first place; <i>early interventions</i> when action needs to be taken to avoid an incident, and <i>reactive interventions</i> while an incident is happening. Below is a list of all possible control measures for managing an individual's behaviour with details of the benefits and drawbacks e.g. the use of a "time out" space may be the best option, but the space designated may be some distance from the individual's base at times making it impractical. All options must be considered and this record should track how successful or unsuccessful they have proved to be.</p>			
Measures	Options	Benefits	Drawbacks
<p>Proactive Interventions</p> <p>To prevent challenging behaviour or self-injury</p>			
<p>Early Interventions</p> <p>To manage the risks of challenging behaviour or self-injury</p>			

Reactive Interventions To respond to adverse outcomes			
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Behaviour Management Plan: Part B

Name of Child:		Class/Group:																
Name of Assessor(s):																		
Date of Assessment:		Proposed Review Date:																
Initial Risk Rating:	H M or L	Residual Risk Rating:	H M or L															
Trigger behaviours: Describe common behaviours & situations which are known to have led to intervention or control measures being required. When is such behaviour likely to occur?																		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																		
Who or what is likely to be harmed or damaged: Give details of individuals who might be harmed as a result of the behaviour e.g. staff, other children, self, or property, especially people who are particularly targeted.																		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																		
Behaviour details: Describe what the behaviour looks/sounds like.																		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																		
Proactive interventions: Describe control measures & strategies in place to prevent difficulties emerging.																		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																		
Early interventions: Describe strategies which should be attempted to avert problems as they begin to arise.																		
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Verbal advice and support</td> <td style="width: 33%;"><input type="checkbox"/> Distraction (likes etc.)</td> <td style="width: 33%;"><input type="checkbox"/> Contingent touch</td> </tr> <tr> <td><input type="checkbox"/> Reassurance</td> <td><input type="checkbox"/> Planned ignoring</td> <td><input type="checkbox"/> Time out offered</td> </tr> <tr> <td><input type="checkbox"/> Calm talking/stance</td> <td><input type="checkbox"/> Take up time</td> <td><input type="checkbox"/> Transfer adult</td> </tr> <tr> <td><input type="checkbox"/> Time out directed</td> <td><input type="checkbox"/> Negotiation</td> <td><input type="checkbox"/> Success reminder</td> </tr> <tr> <td><input type="checkbox"/> Choices/limits/consequences</td> <td><input type="checkbox"/> Humour</td> <td><input type="checkbox"/> Others please detail below</td> </tr> </table>				<input type="checkbox"/> Verbal advice and support	<input type="checkbox"/> Distraction (likes etc.)	<input type="checkbox"/> Contingent touch	<input type="checkbox"/> Reassurance	<input type="checkbox"/> Planned ignoring	<input type="checkbox"/> Time out offered	<input type="checkbox"/> Calm talking/stance	<input type="checkbox"/> Take up time	<input type="checkbox"/> Transfer adult	<input type="checkbox"/> Time out directed	<input type="checkbox"/> Negotiation	<input type="checkbox"/> Success reminder	<input type="checkbox"/> Choices/limits/consequences	<input type="checkbox"/> Humour	<input type="checkbox"/> Others please detail below
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<p>Other early interventions:</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Reactive Interventions (other than those listed above): Describe current strategies or physical control measures to reduce the risk of injury e.g. increased supervision.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Positive physical Intervention and handling strategies: Describe the preferred staff physical responses/holds (see also Part C: Positive Handling Plan)</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Additional or proposed control measures required: Describe any other measures required e.g. training, extra staff, support during identified high risk activities, gates/barriers to reduce absconding, weapons searching etc.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Incident de-briefing: Describe what post-incident care is required and the debriefing arrangements for the individual, staff, peers etc. involved and parents/carers.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Recording and notification required:</p>
<input type="checkbox"/> Incident details must be recorded systematically using the agreed method. <input type="checkbox"/> Parents/carers are to be notified of each incident. <input type="checkbox"/> The key worker (if any) is to be notified of each incident. <input type="checkbox"/> An accident/incident form must be completed and reported to the appropriate authority if anyone sustained an injury during an incident.
<p>Additional notes:</p>
<p>Head teacher or nominated representative comments:</p>

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Individual comments:

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Parental comments:

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Behaviour Management Plan agreed by: (name, signature and date)

Individual:		Signed:		Date:	
Parent/carer:		Signed:		Date:	
SENCO		Signed:		Date:	
Head/manager:		Signed:		Date:	

Name(s) of any other people who have influenced this Plan e.g. LA advisor, charity representative, GP etc.:

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Please note: Some or all of this information may be shared on a confidential, need to know basis, with adults other than school staff who may be working with young people in a voluntary or professional capacity. Such adults are bound by the school's code of conduct on confidentiality.

Behaviour Management Plan: Part C: Positive Handling Plan

Name of Child:		Class/Group:	
Name of Assessor(s):			
Date of Assessment:		Proposed Review Date:	
Planned Use of Restrictive Physical Interventions			
Physical intervention is the last resort after the appropriate range of diffusion and de-escalation techniques outlined in Part B have failed to control a situation.			
Behaviours which MAY trigger a physical intervention:			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Behaviours which WILL NOT trigger a physical intervention:			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Agreed physical intervention techniques: Describe the techniques staff should use within the context of their training and anticipated incidents.			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Emergency Use Of Restrictive Physical Interventions			
Physical intervention is usually the last resort. Emergency use of physical intervention may be required when an individual's behaviour has not been foreseen by risk assessment or has changed. When physical intervention does not follow the Plan, the decision to use it should be made by two staff together.			
Any contra indications to the use of physical intervention: Describe any specific situations in which intervention should not be used because it may be harmful to the individual.			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Physical Intervention Plan agreed by: (name, signature and date)			
Individual:		Signed:	Date:
Parent/carer:		Signed:	Date:
SENCO		Signed:	Date:
Head/manager:		Signed:	Date:

Name(s) of any other people who have influenced this Plan e.g. LA advisor, charity representative, GP etc.: