

Appendix 1 Behaviour Intervention Plan



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|--------------|-------------|--------------|--|
| Name: | DOB: | Date: | Version of plan: Review Date: |
|--------------|-------------|--------------|--|

| | | | |
|--|----------------------------|---------------------------|---|
| | Areas of strengths: | SEN stage: | Pupil voice: |
| | Motivators: | Areas of Need: | |
| Presenting behaviours that challenge or cause harm: | | Possible triggers: | Positive behaviours we are supporting: |
| | | Possible functions | |

De-escalation and Reflect / Repair / Restore

Signature of plan co-ordinator.....Date

Signature of parent / carer.....Date

Signature of young person (if appropriate)Date.....

| Review date: | | |
|--|---------------------------|----------------------------------|
| What is working well? | What is not working well? | Next steps |
| | | |
| Signature of plan co-ordinator..... | | Signature of parent / carer..... |
| Signature of young person (if appropriate) | | |

| Review date: | | |
|--|---------------------------|----------------------------------|
| What is working well? | What is not working well? | Next steps |
| | | |
| Signature of plan co-ordinator..... | | Signature of parent / carer..... |
| Signature of young person (if appropriate) | | |

| Review date: | | |
|--|---------------------------|----------------------------------|
| What is working well? | What is not working well? | Next steps |
| | | |
| Signature of plan co-ordinator..... | | Signature of parent / carer..... |
| Signature of young person (if appropriate) | | |

Ensure support and strategies outlined on this plan are regularly reviewed in line with a cycle of 'assess, plan, do, review'.

De-escalation Script – Early Years

- **Child's name**
- **What's happened?**
- **I'm here to help you**
- **Tell me/Use your words/signs/symbols**
- **Let's go over here and...**
- **Come with me and.....**

De-escalation Script – KS1/2

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

Appendix 2c
Positive language

| Positive phrasing | Negative phrasing |
|---|---|
| Stand next to me Put the book on the table Walk in the corridor Switch off the computer Stay seated in your chair please/ thank you | Stop being silly! Be good! Don't throw the pen! Stop running! Don't talk to me like that! Calm down! |
| Limited choice/s (max. 2) | No choice (making demands) |
| Where shall we talk - here or in the library? Put the pen on the table or in the box I am making a drink - orange or lemon? Are you going to sit on your own or with the group? Are you starting your work with the words or a picture? | Get in here now! Get out! Do as you are told! Give it to me now! Open choice: What do you want to do?/Would you like to go inside? |
| Disempowering the behaviour | Empowering the behaviour |
| You can listen from there Come and find me when you come back Come out from the table in your own time | Come back here, NOW! You are not allowed in there Get down from there! Don't you dare swear at me! I will let you use the computer if.... |
| Positive scripts | Negative scripts |
| Take turns Walking feet Listening ears Kind words Kind hands | Do you think you're clever? What did you say? Here we go again! How many times..... |
| Empathising | Labelling |
| I am sorry that happened to you I can see that you get angry when that happens It's ok to feel angry about that I'd feel angry too if that had happened | You seem angry to me I can tell you are angry because..... |

Who has been affected and how? (write or draw a picture):

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|--|
| |
|--|

What can we do to stop to prevent this happening again?

| | | |
|---------------------|-------------------------------|-------------------------|
| Tell an adult | Ignore | Count Backwards |
| Move somewhere else | Self-talk | Ask if I can move seats |
| Think calm thoughts | Ask the person nicely to stop | Ask for some time out |
| Walk away | Take 3 deep breaths | Anything else? |

What can we do to put things right?

| | | |
|--|----------|------------------------------------|
| Apologise (say sorry/write a sorry letter) | Clean up | Use my words to express how I feel |
| | | |

How can we do things differently in the future?

| | | |
|--|----------|------------------------------------|
| Apologise (say sorry/write a sorry letter) | Clean up | Use my words to express how I feel |
| | | |

Is there anything I need to do to help you?

Appendix 4

Class Behaviour Record



| | | |
|--------------|---------------|--------------------|
| Name: | Class: | Year Group: |
|--------------|---------------|--------------------|

| | Date of incident | Brief details of incident | Initials of staff member |
|---|------------------|---------------------------|--------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

| Consequences (tick when completed) | Comments | Date | Initials of staff member |
|---|----------|------|--------------------------|
| 1. Contact parents to inform. | | | |
| 2. Miss 5 mins at break/lunch to complete the Reflection Sheet and have restorative conversation. File. | | | |

| Date of incident | Brief details of incident | | Initials of staff member |
|---|---------------------------|------|--------------------------|
| 4 . | | | |
| 5 . | | | |
| 6 . | | | |
| Consequences (tick when completed) | Comments | Date | Initials of staff member |
| 1. Contact parents to inform. | | | |
| 2. Sent to Key Stage lead to reflect. | | | |
| 3. Invite parents in to complete the Reflection Sheet with the child and put in the behaviour file. | | | |
| 4. <u>Possible natural consequence</u> related to behaviour e.g. A relevant PSHE lesson, video clip, comic strip conversation | | | |

| Date of incident | Brief details of incident | | Initials of staff member |
|--|---------------------------|------|--------------------------|
| 7 . | | | |
| 8 . | | | |
| 9 . | | | |
| Consequences (tick when completed) | Comments | Date | Initials of staff member |
| 1. Contact parents to inform and invite for a meeting to discuss next steps with the teacher and SLT. | | | |
| 2. Sent to SLT for internal exclusion am/pm. Complete the Reflection Sheet with the child and put in the behaviour file. | | | |
| 3. <u>Educational/protective consequence</u> related to behaviour e.g. A relevant Jigsaw lesson, video clip, comic strip conversation, or completing work. | | | |
| Date of incident | Details of incident | | Initials of staff member |

| 1 0 . | | | |
|--------------|----------|------|--------------------------|
| 1 1 . | | | |
| 1 2 . | | | |
| Consequences | Comments | Date | Initials of staff member |
| | | | |
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