

## Positive Behaviour Support & Wellbeing Plan

Name:	
Date of birth:	
Class:	
Class teacher:	

Date of initial plan:

Reviewed and updated:

Teacher signature:

SLT:

Parents/Carers

*We will contact you directly should your son/daughter be involved in any serious incident causing damage to him/herself, others or property. Every time Positive Physical Intervention is used, you will be informed via the contact book or by telephone.*

*We record each incident of behaviour of concern to establish if there is any set patterns or triggers to help us develop positive and proactive interventions. Should you also like to be informed of each individual incident please could you indicate below*

Parents/Carers signature:

Part 1

### Why do the behaviours of concern occur?

Based on evidence of recorded behaviour, the following helps us to understand the student's behaviour.

Description of behaviours of concern:	Possible functions (attention, escape, tangible, sensory, pain reduction). Primary function first.
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I would like to be informed of every incident. <i>Please indicate.</i>	Yes	No	Contact book/telephone/call <i>(delete as applicable)</i>
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Possible setting events:
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Possible triggers:
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## Proactive Strategies (Green)

<p style="text-align: center;"><b><u>Behaviour</u></b></p> <p>What the student looks like, says or does when they are happy, calm and relaxed.</p>	<p style="text-align: center;"><b><u>Support Strategies</u></b></p> <p>What we can say or do to say to help the student to remain calm and relaxed. What makes them happy?</p>

As part of the proactive strategies, students should be taught new skills:

### New Skills

**To empower student to get their needs met in an appropriate way**

To increase their quality of life and reduce restrictive practices, the Xxxxxx will be supported to learn:  
**To travel to and press a switch to request break**


How will this skill be taught?  
**Shaping**  
 Approximations:

### Student happiness and wellbeing

What activity will you build into student's timetable/routine that improves their wellbeing in at least one of the following areas:

Positive emotion	Engagement	Relationships	Meaning	Achievement

Escalation Strategies (Amber)	
<u>Behaviour</u> What the student looks like, says or does that indicate they are becoming anxious, upset or frustrated.	<u>Support Strategies</u> What we can say or do to say to help the student calm down and return to the green.

Reactive Strategies (Red)	
<u>Behaviour</u> What the student looks like, says or does when displaying behaviour of concern.	<u>Support Strategies</u> What strategies should we employ to manage the situation and prevent further distress, destruction or injury.
	First resort    Last resort

Post Incident Strategies (Blue)	
<u>Behaviour</u> What the student looks like, says or does that indicate they are feeling calmer.	<u>Support Strategies</u> What we can say or do to say to help the student stay calm and return to the green.
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> Then, as in the green <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Staff to fill in below when they have read and understood the plan.

Date	Name	Signature

# Personalised Learning Plan - Building Skills for Life

## My Termly Learning Targets: Term Two and Term Three

Name		Class		Year group		Teacher		Date	
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EHCP Long Term Goals	EHCP Short Term Targets

Subject area (EYFS, KS1,2,3)	Subject area (KS4, P16)	Target	You can help me by:
Communication target	Employment (include communication here) target		
Awareness of self target	Friends, Relationships, Community target		
Relationship with others target	Independent Living target		
-Good health/healthy lifestyle target	Physical and Mental Health target		
English target			
Maths target			
PSD/Independence target			
Personal target			