

ADDINGTON BEHAVIOUR MANAGEMENT PLAN
INCLUDING POSITIVE HANDLING STRATEGIES

NAME	CLASS	YEAR																		
Diagnosis e.g. ASD,																				
Input from specialists: e.g. School based ASD Support, Behaviour Support																				
<p>Description of Behaviour: Green Phase;- Calm and relaxed, smiles (Describe what this behaviour looks/sounds like?)</p> <ul style="list-style-type: none"> • Pulls objects/clothing over his head • holds hands over ears, won't wear ear-defenders • he may laugh excitedly, spin and then grab hold of your shirt/top near the neck area • • <p>Supportive Strategies (Describe what is needed to keep the student in the Green Phase)</p> <ul style="list-style-type: none"> • • • • • 																				
<p>Amber Phase;- Increasing anxiety or stress (Level 1 and Level 2) Trigger Behaviours: (describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)</p> <ul style="list-style-type: none"> • • • <p>Describe what the behaviour looks/sounds like?)</p> <ul style="list-style-type: none"> • • • <p>Supportive Strategies C.A.L.M. strategies. (Describe strategies that, where and when possible, should be attempted to de-escalate) Preferred Supportive Strategies/Techniques:-Tick <input type="checkbox"/> techniques to use <input checked="" type="checkbox"/> techniques not to use</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Verbal advice and support</td> <td style="width: 50%;">Planned Ignoring</td> </tr> <tr> <td>Reassurance</td> <td>Take Up Time</td> </tr> <tr> <td>CALM talking/stance</td> <td>Negotiation</td> </tr> <tr> <td>Time Out Directed</td> <td>Contingent Touch</td> </tr> <tr> <td>Choices/Limits</td> <td>Time Out offered</td> </tr> <tr> <td>Consequences</td> <td>Transfer Adult</td> </tr> <tr> <td>Distraction</td> <td>Success reminder</td> </tr> <tr> <td>Humour</td> <td>Any Others</td> </tr> <tr> <td>Care/Touch Talk</td> <td></td> </tr> </table> <ul style="list-style-type: none"> • • 			Verbal advice and support	Planned Ignoring	Reassurance	Take Up Time	CALM talking/stance	Negotiation	Time Out Directed	Contingent Touch	Choices/Limits	Time Out offered	Consequences	Transfer Adult	Distraction	Success reminder	Humour	Any Others	Care/Touch Talk	
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Red Phase;- Crisis. Describe what the behaviour looks/sounds like?)

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Supportive Strategies - Preferred Handling Strategies: Minimum 2 staff.

Single Elbow	<input type="checkbox"/>	Standing	<input type="checkbox"/>
Figure of Four	<input type="checkbox"/>	Sitting	<input type="checkbox"/>
Double Elbow	<input type="checkbox"/>	Kneeling	<input type="checkbox"/>
T Wrap	<input type="checkbox"/>	Ground Recovery	<input type="checkbox"/>
Shield	<input type="checkbox"/>	At present none needed	<input type="checkbox"/>

List any "get outs" that can be used when physically handling:

Brief description of risk reduction strategies or Positive Handling:

- Is a Behaviour Risk Assessment needed?
- Has a Behaviour Risk Assessment been completed? **Date:**
- Has the Behaviour Risk Assessment been updated? **Date:**

Blue Phase;- Recovery and follow up.

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Supportive Strategies

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De-briefing process following incident e.g. where is best place and what works well?

Communication of B.M.P

Who	How
Class staff	
LMT	
Behaviour ST	
Parent	
Pupil	

Personal Recording Sheet e.g. STAR Chart



Incident Sheet A and Restraint Form B will be completed, read and monitored

Accident Form will be completed if necessary.

Signatures;

Class Teacher.....Date.....

Head.....Date.....

Parents.....Date.....

Further recording/strategies tried.

Review Date:

Further recording/strategies tried.