

Trinity School

Procedures & Guidance for writing an Individualised Behaviour Plan & Risk Assessment

Step 1

If you have a concern regarding a student in your class in terms of their behaviour/ distress/ anxiety, liaise with your Head of School and/or TLR1 Managers. Use the Behaviour Support Structures to guide the writing of an individualised behaviour plan & risk assessment, ensuring that proactive strategies are listed in the "What you should do" section of the plan. As a pupil moves through the colour coded sections ensure that: demands are reduced, verbal language is reduced, known triggers are removed, transitions are avoided unless necessary. Proactive strategies should appear at each colour coded stage.

Step 2

Head of School/ TLR1 Manager will review the plan and advise of any amendments or strategies that they would like you to include. Once amendments have been made the plan will be sent electronically to AHT of the HSBT.

Step 3

AHT (HSBT) to review the plan. If any further changes are necessary they will be sent back to the Phase Team for finalising. AHT to forward to the Head/ Deputy Head for signing. AHT can sign in the Head and Deputy Head's absence.

Step 4

Once behaviour plan is agreed and signed by Head/ Deputy/ Assistant Head, class teacher to send the plan home for signing. If the student is a Looked After Child (LAC) liaise with the phase DSL who will advise on who the plan is to be sent to for signing and who will also require a copy.

Step 5

When the plan is returned, class teacher to take a colour photocopy for displaying on the classroom wall and submit the original plan to the Head of School/ TLR1 Manager.

Step 6

Phase team will ensure the signed behaviour plan is scanned and saved onto the system in the pupil's folder on the shared area and the original hard copy in the student's file in the main office.

Head of School/ TLR1 Manager will then log the behaviour plan onto the annual whole school tracking document which records and tracks the behaviour plans over the course of each academic year.

Step 7

Ensure that allocated teaching assistants, MDA, SALT, subject specialist teachers are all aware of the behaviour plan that has been put in place for an individual in order to reduce risks and crisis level behaviour, reduce the need to use restrictive physical interventions and improve student outcomes.