

Trinity School
Behaviour Plan, Risk Assessment and Physical Intervention Plan

Student Example

<i>Risk Level</i>	<i>Behaviours I use in order to communicate</i>	<i>What it means</i>	<i>What you should do</i>
0	<ul style="list-style-type: none"> -I am calm -I will sit quietly in my classroom -I am able to make my needs known -I am able to complete short work tasks -I can follow structured teaching methods -I can respond to short verbal requests -I will communicate by using pictures and gestures - I can respond to verbal requests - I can transition around the school safely -I will complete my ritualistic (e.g. going to the sensory room to climb and touch the sockets, touching specific door handles and parts of the walls) -I love to run and climb 	<ul style="list-style-type: none"> -I am content and comfortable -I am processing at my highest level -I am able to express my basic needs and wants -I am feeling happy 	<ul style="list-style-type: none"> -Ensure that requests that are made are met where possible -Ensure that work activities that are completed are alternated with a leisure activity that is enjoyable -Follow my timetable as much as possible -Continue to ensure that own structured classroom is ready for each session -Implement the use of short workstation sessions, groups and physical activities -Allow Student to carry out my obsessive/ritualistic behaviours as long as it is safe to do so -To physically support the transition to other lessons within the main school environment by linking arms -When in the community ensure Student is supervised closely at all times. Link arms with Student and walk beside him when out in the community. Support transition to the community
1	<ul style="list-style-type: none"> -I will get nervous -I will begin to pace around wherever I am -I will make vocalisations -I will run out of my classroom -I will increase the intensity and frequency of my ritualistic behaviours -I will refuse transition 	<ul style="list-style-type: none"> -I am starting to feel anxious and distressed -I may want something that cannot be made available to me -I may want to change the activity that I am taking part in and be unable to express it - I may be unable to communicate what I want using my visual aids and communication system - I may feel the need to complete and/or repeat my ritualistic behaviours -I may be experiencing an erection 	<ul style="list-style-type: none"> -Direct Student to his classroom -Give Student a visual choice of activities that he can take part in -Give Student a visual choice of snacks and drinks that are available to him -Meet requests made if it is safe to do so -Take me on a structured walk in the main school if it is safe to do so -Reduce verbal language that is directed towards me
2	<ul style="list-style-type: none"> -I will run around the LLC environment and corridors - I will try to access other classrooms -I will push and slap staff or anyone in the vicinity -I will attempt to cause damage to furniture and equipment -I will attempt to pull things off walls e.g. artwork, anything on notice boards -I will refuse sensory materials -I may attempt to throw things -I will attempt to jump out of windows and run away 	<ul style="list-style-type: none"> -I am in a high state of distress and anxiety -I am unable to communicate my needs and wants e.g. being hungry, thirsty or needing the toilet -I am unable to follow structure -I may attack you to alleviate my discomfort 	<ul style="list-style-type: none"> -Student will need to be escorted to his classroom or safe place - Verbal language should be kept to a minimum -Staff will be assigned to be support 1 and support 2 - Support 1 will direct support 2 regarding how to manage the situation - Staff will need to remove themselves quickly and in a coordinated way -Additional staff should be on standby to offer support if necessary, a call for an Emergency Response Protocol may be made -Any equipment that can be picked up should be removed as it is likely that it will be thrown - Physical intervention will be used as a last resort; if used interventions must be necessary and proportionate - Any physical interventions will be recorded using school procedures

			-The use of a safe space will be recorded using school procedures
3	<ul style="list-style-type: none"> -I will attack those around me including adults and peers causing injury -I will slap, punch, kick, head butt and rip clothes off of adults around me 	<ul style="list-style-type: none"> -I am extremely frightened and anxious -I am not in control of my behaviour and am unable to stop -My internal triggers are causing pain and confusion -I have no boundaries 	<ul style="list-style-type: none"> -Observe closely within a safe distance - Door to safe space/classroom is closed but not locked - Only enter safe space/classroom if self-harm becomes dangerous - Physical intervention will be used as a last resort; if used interventions must be necessary and proportionate - Any physical interventions will be recorded using school procedures