


## Behaviour Support Plan

This Behaviour Support Plan (BSP) and risk assessment is intended to assist staff in identifying and supporting students who are displaying unregulated and harmful behavior while attending the Academy. By acknowledging the level of risk and considering ways to Protect, Relate, Regulate and Reflect with students we aim to support students and staff to feel safe, valued and connected to their school community.

School/ site	The Fen Rivers Academy		
Name of pupil	 Photo of pupil		
Age & year group			
Name of Assessor (SLT) and date of assessment			Assessed JRN 03.12.2021 Assessed JRN 20.02.2022 Assessed JRN 16.05.2022
Assessor review - SLT commentary.			20.02.2022 No amendments needed. Updated in light of repeated phrases used in class.
Date of amendments made	Reason for amendment.	Parents made aware (SIMS update) Date	
16.05.2022	<p>█ is repeating negative phrases in the classroom which are becoming like echolalia in their presentation. Staff need a script to address this to ensure that █ is aware we are here to support him as we believe he is seeking attention and reassurance but isn't sure how to ask for this.</p>	<p>█ █</p>	



### The Fen Rivers Academy Support Plan

	Baseline Indicators	Escalation- Move from Baseline	Presenting behaviour if in crisis	Regulation indicators	identified triggers
<b>Individual Attributes</b>	<ul style="list-style-type: none"> <li>• Chatty</li> <li>• Shares with others</li> <li>• Join in games</li> <li>• Engage with lessons</li> <li>• Have a conversation</li> <li>• Show affection</li> </ul>	<ul style="list-style-type: none"> <li>• Begin name calling</li> <li>• Voice will become louder</li> <li>• Begin to dominate games and activities</li> <li>• Try and take ownership over the space</li> <li>• X will ask why we hate him; why we wish he was dead. Staff to use script "Stop saying that. I am here to help. Do you need a hug? (School safe hug to be used)</li> </ul>	<ul style="list-style-type: none"> <li>• Throws objects towards peers and staff</li> <li>• Attack peers</li> <li>• Destroy peers' items</li> <li>• Attack staff – punching and kicking.</li> <li>• Verbally aggressive towards staff and peers.</li> <li>• Hair pull</li> <li>• Refuse adult instruction</li> </ul>	<ul style="list-style-type: none"> <li>*Ask for a cuddle</li> <li>* Want to apologise</li> <li>* More- able to listen.</li> <li>* Accept that he has some responsibility.</li> <li>* Show reason and want to make a good choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Peers name-calling even as a joke</li> <li>• Loud noises</li> <li>• Not getting his needs met immediately</li> <li>• If he perceives something is unfair or peers aren't following the rules.</li> <li>• When I'm not In control.</li> </ul>
<b>Strategies to use to de-escalate/protect and relate</b>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Timetable</li> <li>• Rules and consistency</li> <li>• Short sensory breaks between activities.</li> <li>• Transitional activities</li> <li>• Count down timer</li> <li>• Opportunity for 1:1 with an adult.</li> <li>• Other spaces for learning.</li> <li>• Praise</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Humour</li> <li>• Give no attention to name calling</li> <li>• Distraction</li> <li>• Reiterating the rules to the whole class.</li> <li>• Praising X's good choices</li> <li>• Praising X when he listens</li> <li>• Offering time outside with an adult for a comfort activity</li> <li>• Ear defenders</li> </ul>	<ul style="list-style-type: none"> <li>• 2- person single elbow out of the classroom into the playground</li> <li>• Watch from inside the glass.</li> <li>• Script used "X needs to show us that his body and words are safe"</li> <li>• Give time for X to have physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask if he is ready to go back into class.</li> <li>• Reiterate safe behaviour in class.</li> <li>• Offer an activity he enjoys as a transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• To ensure rules are consistent and clear.</li> <li>• Ensure consequences are followed through.</li> <li>• Praise given for making good choices and ignoring others' bad choices.</li> </ul>

Unmanaged risks-- Unprovoked attacking of pupils and staff with no visible escalation or trigger- continued observation and reevaluation of level of risk. *(BSP and risk assessment to be amended if and when needed)*





**Ways to support reflection**— Clear, calm conversation with X about what happened and why. When X is thinking about how he can change the outcome next time, to avoid unsafe behaviour, he benefits from role-play; acting out the scenario e.g. what he will say and do accompanied by a teacher playing the role of the teacher/child.



Child views.

Name: [REDACTED]

Work with pupil to go through the different stages and see if they are able to verbalise or illustrate what they need from staff to best support them.

<p>Input images which relate to these levels. Either child illustration or emoji</p>				
<p>What this may look like</p>	<p>Slow (<b>hyperactive</b>)</p> <ul style="list-style-type: none"> <li>• Flap Arms and be a birdy</li> <li>• Voice gets louder</li> <li>• Pant like a dog</li> </ul>	<p>Just Right</p> <ul style="list-style-type: none"> <li>• Laughing</li> <li>• Being active</li> <li>• Want to play with friends</li> <li>• Help others</li> </ul>	<p>Fast</p> <ul style="list-style-type: none"> <li>• Say "fricken"</li> <li>• I get annoyed</li> <li>• I throw things</li> <li>• I say I hate people but I don't</li> </ul>	<p>Too Fast</p> <ul style="list-style-type: none"> <li>• I hurt people</li> <li>• I break things</li> <li>• I make threats that I don't mean</li> <li>• I think about hurting people</li> <li>• I find it hard to listen to people who are trying to calm me down</li> </ul>
<p>Strategies to support, co-regulate and self-regulate</p>	<ul style="list-style-type: none"> <li>• Listening to music</li> <li>• Cuddling my teachers or T.A</li> </ul>	<ul style="list-style-type: none"> <li>• Fidget Toys</li> <li>• Cold fresh drinks</li> <li>• When people give me space</li> <li>• When I talk to people</li> </ul>	<ul style="list-style-type: none"> <li>• Bring me outside</li> <li>• Being with teachers</li> <li>• Listening to music</li> <li>• Fidget toys</li> <li>• Coming in Elephants</li> <li>• Stroking soft things</li> </ul>	<ul style="list-style-type: none"> <li>• Having space</li> <li>• Having a lay down</li> <li>• Having a drink</li> <li>• Being distracted by jokes</li> <li>• Somebody playing 'dog game' with me</li> </ul>



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Protect Relate Regulate Reflect	Witness the change in behaviour and vocalise your availability and present within the space. Offer support to access outside for a walk and provide a snack when appropriate	Acknowledge the positive interactions and communicate your awareness with thumb up and eye contact with a smile	Providing a space to walk with supported staff. Relate to the presenting behaviour and follow strategies of support to co-regulate and aid self-regulation	Provide space and time to blow off energy. Minimise demands
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