BUILDING A BEHAVIOUR SUPPORT PLAN

Chatten Free School

Head of School:	Adam Dean
Approved by:	Head of School (LGB aware)
Approved Date:	23/06/2021

Contents

What is a behaviour support plan (BSP)?

A behaviour support plan is a plan which outlines in detail a behaviour which has been identified for reduction and how to support that behaviour. The plan itself will be a word or PDF overview. The details of the plan will be identifiable further through accessing the pupils programme on 'Hi-Rasmus'.

What behaviour require a BSP?

Essentially any behaviour which has be targeted for a decrease will require a behaviour support plan. Usually, these behaviours will be behaviours considered 'dangerous' although on occasion behaviours may be identified which are a serious barrier to learning or which significant social impact. All plans to reduce behaviour will be discussed with key stakeholders before implementation.

What takes place before a behaviour support plan?

When a behaviour is identified for reduction it is good practice to analyse that behaviour before identifying an intervention. This is because it is important to identify the root cause (or function) of the behaviour in order to crease a successful intervention.
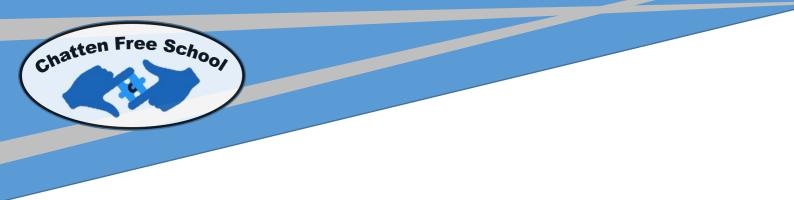
- Data collected may include:
- ABC data
- Scatter graph
- Interviews and questionnaires
- Analysis of previous data
- Functional analysis
- Observations from other professionals
- Discussions with medical professionals
- Current frequency or duration of the behaviour

In addition to helping us identify the cause of a behaviour taking prior data also allows us to analyse the effectiveness of the intervention itself once it is in place.

When behaviour is urgent

There will inevitably be occasions where a behaviour needs to be supported as a matter of urgency. On these occasions an initial BSP may be implemented prior to

the collection data. Data will then be taken to establish the effectiveness of the intervention as noted above.

The contents of a BSP

An example BSP is available to view in appendix (1). It should be noted that the BSP is a summary document of the more detailed approach outlined in the pupil's programme in Hi-Rasmus.

New behaviours

If a new behaviour occurs which may need to be addressed through a BSP then a plan must be developed immediately.

- If the behaviour requires a restrictive physical intervention, then a working document BSP and data collection must be in place by the next working day.
- If the behaviour is identified for reduction but the BSP is not urgent then a data collection plan may be put in place for up to two weeks before a BSP is put in place.
- If a tutor experiences a behaviour and is unsure if the behaviour requires a BSP they should speak with their line manager immediately who may then choose to discuss this further with a BCBA.

Reviewing and changing a behaviour support plan

A constant review (and change) of behaviour support plans is vital to ensure what we are doing is effective for the pupil. The rules for review and change are as follows:

- BSP will be reviewed every 10 days by a BCBA.
- A BSP will only remain the same for 20 days without change.
- If a behaviour currently under a BSP is ineffective or shows 'spikey data' for 5 or more days this will be reported by the teacher to the BCBA who will suggest changes.
- As above but with relation to a tutor/teacher relationship.

Who is responsible for the behaviour support plan?

- The BCBA is responsible for changing and analysing the behaviour support plan.
- Other professionals can suggest changes but these will be done in collaboration with the BCBA.
- The teacher/class lead is responsible for ensuring the BSP is correctly implementedanalysing ongoing data and requesting support from the BCBA when required.
- The tutor/senior tutor is responsible for implementing the BSP, monitoring effectiveness and for asking for support according to data and/or when they feel they require support around correct implementation.

This policy should be read in conjunction with:

- Behaviour policy
- Bullying policy
- Developing an education plan policy
- Restrictive physical interventions policy
- Positive touch policy

Appendix 1 – behaviour support plan

Description of target behaviour	Operationally define targeted behaviour Identify frequency, intensity, and duration (include previous data collection and dates)
Functional Behaviour Assessment Data	Setting (Where does the behaviour occur, time of day, certain environmental condition?) Antecedents (what happens just before the behaviour occurs, potential triggers) Function (What is the learner trying to achieve? What are they getting or avoiding?)
Replacement Behaviours	Identify the positive behaviour that will be taught to replace the negative behaviour, must be related to the function
Proactive Strategies	What positive supports will be used to encourage the replacement behaviour and ensure it becomes part of the learner's repertoire?
Positive strategies to modify the environment	What environmental supports will be used to promote the replacement behaviour?
Reactive Strategies	What strategies will be used when behaviours occur? How will high level crisis be managed (physical restrictive intervention) and how will these be monitored and the plan for reduction/de-escalation?
Progress monitoring	How will the progress be monitored, and data collected to ensure effectiveness of the behaviour plan? Who will collect the data? How often will it be collected? How and when will be data be reviewed?
Intervention Outcome Process	Identify start and review dates. Note data here.