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Description automatically generated**

**Old Park School**

**Agreed Behaviour Support Plan (ABSP)**

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| **Pupil Name** | **Class** |

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| **Communication methods required** | **Known motivators** | **Behaviours which present a significant risk of harm** |

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| **Stage of Crises** | **The Unique Learner**  How does the pupil present? What behaviours do they display? Consider possible function of behaviour. | **Positive Relationships**  What is the role of the adult? How should they support? What de-escalation/intervention strategies should be used? | **Engaging Environments**  What should/should not be in the environment? What adaptations need to be made? |
| **Calm**  **Regulated**  *Routine, structure, consistency, positivity, praise* |  |  |  |
| **Anxiety**  **Trigger**  *Support, diversion, reassurance* |  |  |  |
| **Escalation**  *Clear limits, boundaries, choices* |  |  |  |
| **Crises**  *Immediate intervention (May include restrictive physical intervention)* |  |  |  |
| **Recovery**  *Co-ordinated withdrawal, redirection, monitoring* |  |  |  |
| **Follow up**  *Listening, learning* |  |  |  |

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| **Agreed Use of Team Teach Physical Intervention (Please highlight)**  Single person single elbow  Single person double elbow  Two-person friendly hold  Two- person single elbow  Two-person figure of four  Two-person double elbow  Two-person single elbow in chairs  Disengagement - Arm response  Disengagement - Neck response  Disengagement - Bite response  Disengagement – Clothing response  Disengagement - Hair response  Small person bean bag  Seclusion (Outdoor pen)  Other (please state) | **Parent View**  **Pupil View (Where appropriate)** |
| **Summary and Evaluation** | **Record of Best Interest Meeting (Where applicable)** |

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| Completed by | Role | Date |
| Checked by | Role: Team Teach Tutor | Date |

A digital copy of this document is shared with parents/carers via the Evidence for Learning Parent Portal.