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**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 elbowSingle person double elbowTwo-person friendly holdTwo- person single elbowTwo-person figure of fourTwo-person double elbowTwo-person single elbow in chairsDisengagement - Arm responseDisengagement - Neck responseDisengagement - Bite responseDisengagement – Clothing responseDisengagement - Hair responseSmall person bean bagSeclusion (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.