

Positive Support Plan

When M is calm:

- Engages in preferred activities (LEGO, drawing, puzzles, reading with an adult)
- Follows simple instructions (1-2) steps and accepts help.
- Uses words/visuals to request a break or help.
- Able to use appropriate voice volume
- Engages and enjoys jobs/responsibility



Early warning signs:

- Start to see him moving – body becomes fidgety, scans the room and louder voice
- Will become distracted even when green strategies are used
- Moves closer to the identified peer; seeking confrontations or a response from peer
- Voice volume increases to an inappropriate level for inside – verbal protests/noises
- Refusal to transition; stalls or hides under furniture
- Task avoidance: pushing resources away, moves away from area, won't make eye contact
- Attention seeking – interrupting conversation, or centre of attention



Low-level challenging behaviour:

- Moves at speed around the classroom/playground constantly
- Loses spatial awareness, often colliding with furniture or people
- Takes objects, resources, belongings from other people, tables or the bins, filling his pockets or bag
- Screeches/screams/plays with voice (animal noises, saying words in a different accents, singing in different voices, over-exaggerated gasp)
- Blocking of pathways during transitions, throwing objects
- Non-compliance to adult requests; pushing items, tapping people, minor disruptions
- Leaving area to seek out the identified peer – pushing, following of peer



Severe challenging behaviour:

- Runs away from adults
- Will ignore requests to stop or stand still.
- Deliberate (violent) physical contact with other children, particularly towards the identified peer
- Climbs unsafely on chairs/tables/furniture
- Spitting
- Throws objects across classroom/playground
- Challenges with personal space
- Touching things that are not his
- Unable to follow any instructions
- Screeches and screams and rolls around on the floor



For M:

- Give M his own, clearly designated space and resources to learn (Backpack)
- Provide 'soft landing' activities such as wordsearches, doodle pages, library books with an adult
- Sensory regulation – movement breaks, sensory circuits, fidget resources, heavy work
- Clear visual timetable with now and next boards
- Supported transitions; now/next boards, safe route, adult support
- Chunk tasks into 2-3 mins steps, set time limits, 'done box'
- Connection time with key adults
- High interest activities at the start and end of transitions

Strategies:

For staff:

- Use M's dossier for tailored resources
- Use strategies/provision from M's PPP and PSP



To prevent challenging behaviour:

For M:

- Personalised Sensory circuit
- Time with weighted blanket/Herman
- Outdoor movement breaks
- Organising tasks/jobs with an adult (responsibility/job)
- Choices of calm activities
- LEGO time

For staff:

- Enable M to move outside of the classroom to be somewhere quieter and less busy.
- Change of location to reset, e.g. round table outside of the classroom, playground, wellbeing room
- Emotion coaching – language to be used around keeping safe (i.e. I can see this is hard. It felt busy. Let's get safe) – possible use of scripts and visuals
- Change of activity to reset
- To communicate clearly with simple instructions, expectations and reminders.
- Give clear, non-ambiguous instructions and explanations
- Support class peers to ignore behaviour
- Quietly move the identified peer away
- Immediate regulations – wall presses, 10 count, timer reset



To de-escalate the situation and prevent severe challenging behaviour:

For M:

- Firm 'no' or 'stop'
- Reinforce the positive choices
- Enable M to access quieter play options in the classroom during break and lunch times
- Enable M to move outside of the Year group area, away from peers for 5-10 minutes: library area, wellbeing room

For staff:

- Use inside/outside safety checklists
- Read relevant social stories in M's dossier
- Change of face, if appropriate - SLT
- Remain calm and consistent – use a quiet voice
- Non-verbal cue: standing, waiting, hand up



Safety strategies:

For M:

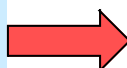
- Use calm, firm language: 'no' or 'stop', with a non-verbal cue
- Reinforce the safe choices
- Told to come inside from the playground or leave the Year 1 classroom with an adult.

For staff:

- Immediate intervention of any deliberate physical contact with others.
- Safety first approach for running away from adults – adults to risk assess in the moment
- No allowance of ignoring adult instructions to stop or stand still.
- Remove M from playground/classroom following the positive handling policy
- Remove identified peer to a safe space to prevent re-engagement
- Protective stance – clear exits, avoid cornering
- Call for support via agreed signal; clear other pupils; maintain a calm tone
- Record all incidents on CPOMS

Recovery phase:

- Slows down (less active)
- Voice volume returns to an 'inside' volume
- Returns to preferred space; accepts single step directions and simple choices
- Eye contact
- Able to talk about what will happen next



To speed the recovery:

- Quiet, private space - Enable M to move to the library or office areas for a reset
 - Regulate first, reflect later
- Simple collaborative 'next steps'
 - Distract with neutral tasks