NSW GOVERNMENT | Education

Sample student behaviour support plan
Health and Safety Directorate

Name of student:
Year:
School:
Date:

Behaviour Identification What behaviours cause the most concern?	Context What is the purpose of the behaviour? What can trigger the behaviour? Where is the behaviour likely to occur? When is the behaviour likely to occur? Other contributing factors?	Assess Behaviour	Elimination or Control Measures Identify strategies for the environment, work practices and the student to: • Eliminate or minimise triggers • Manage the behaviour safely Respond safely if behaviour escalates	Who	When
Risk of injury to self from: Ritualistic self-harm behaviours. No awareness of danger: climbs and jumps from high places	**What is the purpose of the behaviour?** Stress/Anxiety response **What can trigger the behaviour?** Anxiety leading to putting self in danger climbing over fences **Where is the behaviour likely to occur?** Playground **When is the behaviour likely to occur?** Stressful situations, being backed into a corner. **Other contributing factors** Medication	m#	School environmental preventative strategies: Premises • Safe buildings; limit access to unsafe areas • Isolate potential risk items and remove potential projectiles where possible Systems of work • Minimise contact with casual staff • Refer to STLA • Refer to STB • Establish strategies for safe exiting of other students	**DP CRT** **DP** " " **DP**	

Sample student behaviour support plan

| Risk of injury to other students from: | **What is the purpose of the behaviour?** Avoidance/frustration **What can trigger the behaviour?** Conflict, perceived bullying or act of injustice. Challenges to behaviour from authority **Where is the behaviour likely to occur?** Classroom, to a lesser extent playground **When is the behaviour likely to occur?** When mixing with other students, high anxiety environments **Other contributing factors** Medication | m# | Work practices
 • Establish class rules: negotiate expectations of behaviour with whole class
 • Focus on structure and predictability
 • Program to allow for increased time on tasks
 • Consistent implementation of Student Welfare Policy
 • Limit interactions at close proximity

 Professional learning:
 • Train employees in incident response
 • Non Crisis Intervention review and strategies implemented
 • Recovery strategies – including debriefing
 Communicate all strategies to staff via staff meetings | CRT

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 DP
 STB

 DP

 DP | |
| **Risk of injury to employees from:** | **What is the purpose of the behaviour?** Avoidance **What can trigger the behaviour?** Challenges by employees **Where is the behaviour likely to occur?** As above **When is the behaviour likely to occur?** As above **Other contributing factors** Medication | m# | **Student Focused Preventative Strategies:** Curriculum
 • Cater for literacy and numeracy needs
 • Incorporate high success activities, reward appropriately
 • Social skills: develop other ways to express anxiety
 • Establish incident management plan

 Student Behaviour Support
 • Behaviour support plan to incorporate behavioural expectations | **STLA**

 STB

 STLA

 STB & DP

 STB & CRTs | |

				• Instigate reward program negotiated with student Develop behaviour escalation support plan – incorporate safe area	**STB and DP**	
Relevant additional information reviewed and attached:			Yes	No		
Plan prepared by:			Position:		Date:	
Prepared in consultation with:			Communicated to:			
Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the behaviour assessment if an incident or a significant change occurs.						

*Note: assessments of behaviours vary with the particular circumstances (e.g. nature of the workplace, student group); this is a sample only.

m# = moderate risk