



Student Support and Incident Management Plan

NAME –

D.O.B –

PHOTO

Diagnosis from EHCP

- Attachment Difficulties
- ADHD
- SALT

These are my problems I need you to help me with and understand.

- I find it really hard to listen and stay focused and act upon instructions. (S+L difficulties)
- If I feel unsafe or don't have faith in the adults I will try to manage things myself.
- I get easily overwhelmed by big feelings (anger, shame, in justice....) and my behaviour will become dysregulated and I will shut down.
- I will try and involve myself in everyone's business.
- I can't process and act on lots of information please keep things simple and implicit.
- If you spot me struggling and becoming dysregulated please intervene and support me to make positive choices.

This is what you need to do to if is getting it wrong!

- Contain my anxiety by allowing access to a safe space to hide (R2L)
- Allow me to be quite and safe before trying to talk to me
- Be firm if I become physical and help me manage my anger by calmly talking and help me focus on my breathing. (Head banging) (MHS RPI policy)
- When calm allow me to explain without interruption or comment, when I've finished respond reflectively and reparative so I can fix things and take responsibility.
- I need firm consistent adults to be at my best, say what you and mean what you say.
- Make sure I am looking at you when you are talking to me so you know I'm listening.
- Keep your instructions short clear and implicit.

Useful Language

- Stop and show me your listening
- Can you explain what you need to do
- I can't let you do that
- I can't let you hurt yourself
- Your safe
- I need you to listen
- You need to do this first
- I will help you make it better

Language to avoid

- No
- Complicated instructions
- You did this so this happened
- Your being silly
- It's your fault this happened
- You never listen
- You should know better
- You know the rules
- Your ignoring me



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How to manageBehaviour

..... is a cheeky and funny young man. finds it very hard to listen and then act on instructions, staff need to ensure he is listening by ensuring he is looking at them. He will test boundaries and try and involve himself in others affairs which can cause friction with his peers and staff alike. needs firm and consistent boundaries from the adults caring for him. These boundaries need to be taught and explained to along with how to make things better when he becomes dysregulated and overwhelmed. When is overwhelmed and dysregulated staff need to be emotionally available to connect and attune to to help ground himself and calm by being in a safe space and concentrating on his breathing, at times of distress will bang his head and staff need to protect and get him to again focus on his breathing.

..... wants to do well and please the around him. He needs positive adults catching him doing the right thing and supporting him emotionally taking account for his S+L difficulties and emotional immaturity and attachment issues.

Low level behaviours (fidgety, work refusal, leaving seat)

- Clear simple expectations communicated at the start of lessons / activities
- Regular check ins on how he doing (positive/ praise)
- Teach strategies that are appropriate for the setting to manage his ability to sit still
- Ensure he is calm and grounded at the start or allow him to do this before starting the lesson / activity (10 deep breaths, feel your toes in your shoes)
- Be positive look for the opportunity to praise even for the smallest thing.

Swearing refusal to follow requests

- Using assertive simple language remind of the rules and expectations "you need to stop and think" "I can't let you talk like that"
- Remind that consequences will follow (Reflective, Reparative, Restorative)
- Tell him you will help him make it right.
- Distract and re-engage positively remove the trigger etc.

Major Dysregulation and disengaged (self -harm, Head Banging)

- Allow him to come to R2L and hide behind the teddy.
- Protect in situ by ensuring his head is safe, hold his hands and encourage him to focus on his breathing and that he is safe.

Physical aggression / violence towards staff / peers

- Follow MHS policies and procedures
- Inform social worker