

Handout B – Behaviour support plan format

This is a tool to help you in working in partnership with a parent/carer, to plan additional support strategies for a young person displaying challenging behaviour in Scouting. It may be useful to seek support from a volunteer in an inclusion role or who has experience in this area. Before you look at specific strategies for an individual young person, review how positive behaviour is encouraged and challenging behaviour responded to throughout the section, to ensure a good foundation. Remember, praising and rewarding appropriate behaviour is more effective in the long term, so use systems to acknowledge and reward appropriate or positive behaviour within the section. See Module 15: Promoting Positive Behaviour, scouts.org.uk/behaviour or contact diversity.inclusion@scouts.org.uk for guidance.

Name: Section/group:

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| Description of behaviour(s) |
| Known triggers - What immediate events are likely to lead to the behaviour? For example, loud noise, change of activity or teasing. |
| Proactive strategies - For example, plans to support communication, teaching coping skills, changes to the environment or activities, or rewards for appropriate behaviour. |
| Warning signs - Signs that the young person is become angry or frustrated, or may display challenging behaviour. |
| Planned response to warning signs - How to prevent the behaviour occurring and support the young person to make positive choices. For example, distraction, verbal instructions or redirection to another task. |
| Planned response to behaviour(s) - How to de-escalate the situation and support the young person to stop their behaviour. |
| Planned consequences of behaviour – For example, sit out of activity for x minutes. |
| Planned support following incident - How to support the young person to recover and learn from the incident. |

Planned review date with parent or carer: