

BEHAVIOR · ALL GRADES

Individual Behavior Plan

A formal template

When to write one

An individual behavior plan (IBP, sometimes called Positive Handling Plan) is appropriate when:

- Behavior is persistent and concerning enough that informal strategies are not enough
 - Multiple staff members work with the child and need consistent approaches
 - Parents and outside agencies need a shared document
 - You want a clear, documented record of what works
- It is NOT a punishment document. It is a plan FOR the child, ideally written WITH them where age-appropriate.

Section 1 — Information

Field	Detail
Child's name	_____
Year group / class	_____
Date plan written	_____
Plan author	_____
Other staff who need to know	_____
Date of next review	_____



Section 2 — The child's strengths

Always start with strengths. List 3-5 specific things this child does well. This isn't decorative — it's the foundation. Strengths often point to interventions (e.g. a child who is good at art might respond well to drawing-based reflection rather than written).

Section 3 — Known triggers

Drawing on ABC tracking and observation: what specifically triggers difficult behavior? Be specific: • Activities (writing tasks, group work, PE) • Times (transitions, after lunch, end of day) • People (specific peers, specific adults) • Environments (noise, crowds, unstructured time) • Internal states (hunger, tiredness, anxiety)



Section 4 — Early warning signs

What does this child look like when they're STARTING to struggle, before it escalates? List specific behaviors:
• Body language • Verbal cues • Activity level changes • Specific things they say or do Early warning signs are when intervention is most effective.

Section 5 — Prevention strategies (BEFORE)

What we do to PREVENT incidents. These are environmental, relational, and pedagogical adjustments: • Seating arrangements • Modified tasks • Pre-warning of changes • Specific routines • Staffing arrangements • Time-of-day considerations • Sensory accommodations



Section 8 — Recovery and reconnection (AFTER)

After an incident: • How long until restorative conversation? • What format (verbal, written, drawn)? • What repair is expected? • How do we communicate with parents? • What's the message back to the child? ('Today is a fresh start.')

Section 9 — Communication and review

• Who logs incidents (and where)? • How often is the plan reviewed? (Recommend at least every half-term) • Who attends review? (Class teacher, SENDCo, parents, child if appropriate) • What does success look like? (Specific, measurable goals)

Working with the family

Behavior plans work best when the family is involved. • Share the plan with parents BEFORE finalising. Their input matters. • Ask what works at home. They have years of experience with this child you don't. • Communicate regularly — not just when things go badly. • Plan for consistency between home and school where possible. Families who feel partnered support the plan. Families who feel reported on resist it.

