**Behaviour support plan**

**Type your information into the template and delete the explanatory text.**

See the ‘sexual behaviour in children and young people procedure and guideline’ for information   
about behaviour support plans.

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| **Behaviour support plan for children and young people who have engaged in concerning or  harmful sexual behaviour** | | |
| **Name:** |  | |
| **Date of Birth:** |  | |
| **Behaviour expectations** | **Persons responsible** | **Success indicators** |
| What are the specific expectations about behaviour:   * in class? * in the yard? * in their contact with others? – consider individuals and age groups. * when using toilets or change rooms? * when using technology? * at the beginning and end of each day? * in other specific settings (eg while attending camps, formals, sports days, excursions, work experience, on transport)? | The child or young person.  Who is responsible for informing others (eg other teachers, relief staff, yard duty staff, and front office staff) of the behaviour expectations?  Who will discuss the behaviour expectations with the parents or carers? | How will you know the child or young person is following the behaviour expectations?  Who will notice?  How will it be documented? |
| **Support in the education and care site** | **Persons responsible** | **Success indicators** |
| How is the site supporting the child or young person to achieve the expected behaviour:   * in class? * in the yard? * in their contact with others? – consider individuals and age groups * when using toilets or change rooms? * when using technology? * at the beginning and end of each day? * in other specific settings (eg while attending camps, formals, sports days, excursions, work experience, on transport)?   Who can the child or young person communicate with about any personal issues or concerns they have about this plan?  How do they access this person? | Who directly supports the child or young person with these support strategies?  Who is responsible for informing others (eg other teachers, relief staff, yard duty staff, and front office staff) of the information in this plan that they need to know?  Who will coordinate communication with the parents or carers? | How will you know the internal support strategies are working?  What will you observe?  What will the child or young person be doing?  What will other people be doing?  What changes in the child or young person’s behaviour, wellbeing, knowledge or skills will you notice? |
| **Teaching and learning support** | **Persons responsible** | **Success indicators** |
| What learning programs are being used to teach and help reinforce the expected behaviour?  How does this relate to the work of other professionals?  How does it relate to actions being taken by the parents or carers at home? | Who is responsible for the learning described in this plan?  Who is responsible for informing and supporting others with these requirements? | How will you know the teaching and learning support strategies are working?  What will you observe? What will the child or young person be doing?  What will other people be doing?  What changes in the child or young person’s behaviour, wellbeing, knowledge or skills will you notice? |
| **Parent or carer support** | **Persons responsible** | **Success indicators** |
| What actions are being taken at home to help reinforce positive behaviour and protect against behaviour of concern?  What should the parents or carers communicate with the site about and how this should happen?  Are other agencies or professionals helping the family and if so, how does their work relate to this plan?  What do the parents or carers need to do to support their child to access services from other agencies? (eg transport, participate in therapy)  Do the parents or carers understand what the site’s response will be if:   * parents or carers are unable or unwilling to support the plan? * agreed support services (eg therapy) are not accessed? | Which parent or carer will be taking what responsibilities?  Who will be the key contact for the parents or carers in all matters relating to this plan? | How will you know the parent or carer support strategies are working?  What will the parents or carers be doing?  What changes in the child or young person’s behaviour, wellbeing, knowledge or skills will you notice? |
| **External support** | **Persons responsible** | **Success indicators** |
| Are there any police or court conditions that must be reflected in this plan?  What other agencies or professionals are involved with the child, young person or their family?   * List their contact names and details, including secondary contacts where applicable. * What is the nature and length of their support? How do they liaise with the site? * Have parents/guardians given consent to share information? * Have they contributed to the development of this plan? * Have they been given a copy of this plan?   Details of any medications and possible side effects? | Who communicates with other involved agencies or professionals? | How will you know the external support strategies are working?  What will other agencies or professionals be doing?  What will the child, young person or their family be doing?  What changes in the child or young person’s behaviour, wellbeing, knowledge or skills will you notice?  What will the communication look like between the education and care service and other agencies or professionals?  How will other agencies or professionals be involved in developing and monitoring the plan? |
| **Response to behaviour expectations not met** | **Persons responsible** | **Success indicators** |
| What will be the immediate response to unmet behaviour expectations? – consider that behaviour responses are not intended to punish; they are intended to support safe and positive behaviour.  What reminders will be provided in response to unmet behaviour expectations? | Who will respond to unmet behaviour expectations?  Who will remind the child or young person of the behaviour expectations and help them to understand how their behaviour has not met the expectations? | How will you know that you have applied the least exclusionary response to support the safe inclusion of all children and young people? |
| **Plan monitoring and review** | **Persons responsible** | **Success indicators** |
| How will this plan be monitored?  When will this plan be reviewed? Must be at least once per term or more frequently if circumstances change. | Who is responsible for the monitoring and review of the plan and associated documentation?  Who will contribute to the review? (include the child or young person, parents and carers, other professionals involved). | How will you know the plan is being successfully monitored and reviewed? |
| **Others with a duty of care** | **Persons responsible** | **Success indicators** |
| Who else needs to know about this plan? Consider:   * OSHC or vacation care employees * family day care provider * boarding or residential staff * transitions between classes, educators and care providers, year levels, settings.   How will the relevant information be shared with those who need it? | Who is responsible for discussing this plan with other people who have a duty of care?  Who will decide what information is relevant to share? | How will you know appropriate information sharing is occurring on an ongoing basis with others with a duty of care? |
| **Plan participants, site leader details and date of plan** | | |
| **Plan participants** | Names, roles and signatures of everyone who contributed to the development of the plan including child or young person, parents, carers, educators, care providers, other staff and external agencies. | |
| **Site leader name and signature** |  | |
| **Plan date** | Date plan was agreed | |
| **Review date** | Date plan will be reviewed | |