Last review: August 2024 Next review: August 2025

This is a public document

Wellbeing support planning policy

Mud Pie Explorers policies and procedures are working documents; therefore, they will be reviewed annually and when the need arises through changes to legislation or practice.

A wellbeing support plan will be written for children/ young people who require additional support to meet their needs to ensure their behaviour is safe for them and others in the group, in line with our wellbeing policy.

What is a wellbeing support plan?
A wellbeing support plan is a document created to help understand and manage unsafe behaviour in children and young people. This includes all areas of safety and wellbeing of the child, others in their group and our team members.

A wellbeing support plan provides our team with a step by step guide to making sure the child/ young person gets the most out of their time with us but also enables team members to identify when they need to provide extra support in order to maintain safety and wellbeing.

Information will be gathered from:

- Observation notes and assessment forms from sessions
- Any incident reports
- Existing plans (EHCP, school behaviour plans)
- Feedback from parents/ carers
- An assessment of the behaviour that requires support
- Individual risk benefit assessment, if the child has one
- The child

How to create a wellbeing support plan
Team members that are working closely with the child will write their wellbeing support plan with input from:

- the child
- their parent/ carer
- other team members
- other professionals

There is a template wellbeing support plan which can be adapted for each child. It includes:

- general details about the child, the history/ context of the plan. the child's other support systems and their current education situation
- the child's strengths and interests
- a statement about what the child wants to get out of attending Mud Pies
- a statement about what the parent/ carers wants their child to get out of attending Mud Pies
- An overview of the intended outcomes from 7 areas of learning and development:
    1. Physiological
    2. Safety
    3. Physical and sensory needs
    4. Communication and interaction
    5. Social emotional mental health
    6. cognition and learning
    7. self care and independence
- An indepth look at each of these 7 areas detailing
    1. what we see
    2. what we do
    3. learning objectives for each area
- A co-regulation plan (if needed for the child)
    1. What does being regulated look like?
    2. What does unregulated look like?
    3. What are the potential triggers at FS?
    4. How we support the child to remain regulated.
    5. How we support the child when they start to become unregulated.
    6. How we support the child when they are unregulated.
    7. How we support the child after they calm down.

Agreeing the plan
Wellbeing plans should be created with input from all people involved with the person's care during sessions, including team members, family carers, and whenever possible, the child should also be involved in this process. The plan should record who has been involved in its discussion and agreement, to ensure a broad range of views have been taken into account.

Reviewing the plan
A wellbeing plan is a 'working document'. This means that information in the plan should change to reflect changes in the person's behaviour or an increase in other skills.

Plans should be regularly reviewed and updated at least annually.

However, there should also be a 'contingency' plan with clear guidelines when the plan should be reviewed more urgently if required. For example, the plan should be reviewed if the child is becoming more regularly unsafe or unregulated, if self injury increases or if reactive strategies are being used regularly.

Review date	**Details of Change**
Dec 18	Document produced (NC)
Dec 19	Reviewed and equality assessment completed. Added that we use the functional analysis questionnaire to assess behaviour.(NC)
Oct 2020	Changed from challenging behaviour to unsafe behaviour and added a definition of this. Changed from a 'behaviour and support plan' to a 'wellbeing support plan'.(NC)
Feb 2022	Completely reworked to reflect the new format for wellbeing support plans. (NC)
May 2023	Added link to support plan template (NC)
August 2024	No changes (NC)

Functional analysis questionnaire – questions to establish the function of a behaviour

(Adapted from Willis & LaVigna, 1993)

1. *What happens* during a behavioural incident (ie, what does the behaviour look like)?
2. *How often* does the behaviour occur (ie, several times per day, daily, weekly)?
3. *How long* does the behaviour last?
4. *How severe* is the behaviour?
5. *What time of day* is the behaviour most likely to occur?
6. In what environment or *where* is the behaviour most likely to occur?
7. *With whom* is the behaviour most likely to occur?
8. *What activity* is most likely to produce the behaviour?
9. Are there *any other events or situations* that can trigger the behaviour (such as particular demands, delays or transitions between activities)?
10. *What is gained* by engaging in the behaviour (ie, what is the consequence or outcome for the individual)?
11. *What is avoided* by engaging in the behaviour?
12. Is the person experiencing any *medical issues* that may be affecting their behaviour (such as toothache, earache, sinus infections, colds, flu, allergies, rashes, seizures)?
13. Is the person experiencing difficulty with *sleeping or eating*?
14. *How predictable* is the person's daily routine (ie, to what extent does the person know what is happening throughout the day and when)?
15. Have there been any recent *changes to routine*?
16. How does the individual communicate the following:

- Yes/no/stop
- Indicate physical pain
- Request help
- Request attention
- Request preferred food/objects/activities
- Request a break.

17. What objects, activities or events does the individual enjoy?
18. What skills or behaviours does the individual have that may be alternative ways of achieving the same *function* as the behaviour of concern?

Adapted from a document produced by **The Challenging Behaviour Foundation**

Wellbeing support planning policy: Equality Impact Assessment Screening Tool

This document must be completed in respect of any new or major change to Mud Pie Explorers CIC policy or procedure.

		Yes/No	Rationale
2.	Does the policy/guidance affect one group less or more favourably than another on the basis of:		
	● Race	N	
	● Ethnic origins (including gypsies and travellers)	N	
	● Nationality	N	
	● Gender	N	
	● Religion or belief	N	
	● Sexual orientation	N	
	● Age	N	
	● Disability - learning disabilities, physical disability, sensory impairment and mental health problems	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable?	N	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so can the impact be avoided?		
6.	What alternatives are there to achieving the policy/guidance without the impact?		
7.	Can we reduce the impact by taking different action?		

		Comments
8.	Actions identified following screening process	
9.	Screening identified a full impact assessment.	

If you have identified a potential discriminatory impact of this policy/procedure, please refer it the appropriate Director in the first instance, together with suggested actions required to avoid/reduce this impact.