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| **Self-harm Safety Planning**  **Triggers, Behaviours and Adaptations in a school setting**  **Behaviour displayed Cues Triggers Likely function of**  **behaviour** | | | |
| E.g. biting hands/arms, cutting, pinching etc. | E.g. arousal state, becoming hyperactive and loud, withdrawal, contextual cues, environmental cues. | E.g. requests being made of them, feeling of being unable to complete an activity, mention of particular events, comments from peers, other contextual triggers, other environmental triggers. | E.g., soothing/calming means of control, release, avoidance etc. |
| Awareness of triggers | What are X’s potential triggers? Are they modifiable? If not, what can enable avoidance of these triggers? How can X be prepared for a situation when such triggers may arise? | | |
| Teaching replacement skills (functional equivalents) | What opportunities does X have to communicate their feelings/discuss events/anxieties? How can X recognise when they have been able to do this? Are any planning/coping systems used with X to help aid independence? | | |
| Interaction styles | Which interaction styles does X respond well to? (e.g. humor, praise etc.) Does X prefer 1:1 or group interaction?  Which risks, if any, have to be monitored for this and do any protocols need to be in place for this? Do interaction styles differ between adults and peers? How can positive opportunities for interaction which take account of these styles be facilitated? | | |
| Rewards/incentives | Which rewards/incentives does X respond to?  Ideally extrinsic (external e.g. reward) and intrinsic (internal e.g. pride) motivators should be identified. | | |
| Changing the environment | Which environmental factors facilitate success for X? Take account of different senses/stimuli e.g. noise positioning, group size, group demographics etc. | | |
| Routine and structure | Which elements of routine and structure does X require? What style does this need to follow e.g. visual etc? At which times is this structure particularly important for X? | | |
| Transitions | Which additional factors need to be considered for X at times of transition? Are coping plans in place for X if needed? | | |