

Level 1

Behaviour is managed within the classroom and school setting

| Types of behaviour seen Low frequency/Low intensity | Why might this be happening? | What can I do about it? |
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| <ul style="list-style-type: none"> ➤ Silly behaviour ➤ Smirking or laughing when challenged ➤ Blaming others ➤ Playground incidents ➤ ‘Make me’ behaviour ➤ Withdrawn/disinterested ➤ Tell tale attention seeking ➤ Inability to cope with challenge ➤ Inability to be told what to do ➤ Occasional temper outbursts inappropriate to age ➤ Occasional aggressive behaviour ➤ Inability to make friends ➤ Avoiding/destroying work ➤ Language and or behaviour inappropriate to age ➤ Lying ➤ Isolated ➤ Friendship issues ➤ Low level incidents during unstructured times (playtime, lunchtime, taking messages etc) <p>(when considering the above, ask ‘is this behaviour the norm in school?’)</p> | <p><u>Classroom Management/rules</u></p> <ul style="list-style-type: none"> ➤ Learning targets not matched to the individual ➤ Visual, auditory, kinesthetic (VAK) not considered ➤ Inappropriately matched expectations from staff ➤ Lack of challenge ➤ Poor routine ➤ Poor physical environment ➤ Sensory issues not adapted for ➤ Speech and Language development ➤ Lack of structure ➤ Inconsistency <p><u>Relationships</u></p> <ul style="list-style-type: none"> ➤ Lack of structure and boundaries ➤ Inconsistency ➤ Poor relationships <p><u>Outside factors/additional needs</u></p> <ul style="list-style-type: none"> ➤ Low expectations (from support staff or adults at home) ➤ Poor routine ➤ Lack of structure ➤ Inconsistency ➤ Poor physical environment ➤ Lacks age appropriate social skills ➤ Lacks emotional vocabulary to express feelings | <p><u>Staff help</u></p> <ul style="list-style-type: none"> ☑ Look for patterns in behaviour and triggers (ABC chart, tick sheets, tracking sheet) ☑ Speak to Behaviour Lead ☑ Observe good practice ☑ Gather other information from staff ☑ Target particular behaviours ☑ Complete the Behaviour for Learning audit ☑ Consistent approach to individual children’s behavioural needs – ensure team agreement ☑ Consider parental involvement ☑ Complete assessment/observation as appropriate – consider Boxall Profile, Pivots, B Squared ☑ Consider structured conversation with parents ☑ Consider SBAP referral ☑ Consider CPD <p><u>Resources</u></p> <p>ABC charts Star chart Observation sheet (attention, time on task) Behaviour for Learning audit Refer to school Behaviour policy, Home-school agreement</p> <p><u>C.P.D.</u></p> <p>I.D.P.(Inclusion Development Programme) – autism, dyslexia, speech and language – available online NASEN Primary toolkit – available online</p> |

SBAP – OUR SCHOOLS – Levels of Behaviour (updated March 2016)

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| | <ul style="list-style-type: none">➤ Family issues outside of school➤ Abuse, harm or neglect➤ Impact of social media➤ Sensory impairment➤ Neuro-developmental problems (ADHD/ASD)➤ Speech and Language development | <p>Autism education Trust materials – available online Dyslexia Trust materials – available online Boxall Profile, Circle-time, Midday Supervisor training/support – Janet Tyers</p> <p><u>Staff and child help</u></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Reward charts<input checked="" type="checkbox"/> Follow school behaviour programme<input checked="" type="checkbox"/> Catch them being good<input checked="" type="checkbox"/> Circle of Friends/SEAL<input checked="" type="checkbox"/> Lunch time clubs/Play time support<input checked="" type="checkbox"/> Co-operative activities<input checked="" type="checkbox"/> Attention needs – avoid too much or too little<input checked="" type="checkbox"/> Check routines<input checked="" type="checkbox"/> Check the child knows expectations<input checked="" type="checkbox"/> Adjust seating layouts<input checked="" type="checkbox"/> Consider working groups in classroom<input checked="" type="checkbox"/> Refer to Home School Behaviour Plan <p><u>Resources</u></p> <p>Behaviour for Learning audit Feelings chart What Helps Me Visual timetable, e.g. rockets Circle time/Buddy system information SEAL/PSHE programme information Incentives information – e.g. raffle, Oreo's Nurture Group information Out of class arrangements – checklist Home-school agreement – example Structured conversation - example</p> |
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SBAP – OUR SCHOOLS – Levels of Behaviour (updated March 2016)

Level 2

Needs can be largely met within universal services but with additional targeted support

Audience – Class teachers/Support staff/Senior Leaders/ Pastoral Staff

| Types of behaviour seen | Why might this be happening? | What can be done about it? |
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| <ul style="list-style-type: none"> ➤ Frequent occurrence of Level 1 behaviours ➤ Difficulty in functioning appropriately without close adult direction ➤ Regular bullying behaviours including those which are racist, homophobic and disablist ➤ Frequent incidents of inappropriate use of language:swearing, shouting and personal comments ➤ Aggressive in class ➤ Regularly withdraws or isolates self ➤ Regularly isolated from class by staff ➤ Impulsive behaviours ➤ Risky behaviours to self or others ➤ Poor punctuality and/or attendance ➤ Unexplained absences ➤ Periods of poor attendance ➤ Poor progress despite appropriate teaching ➤ Unable to sustain suitable relationships | <p><u>Classroom Management/rules</u></p> <ul style="list-style-type: none"> ➤ Insufficient differentiation of tasks ➤ Insufficient deployment of classroom support ➤ Lack of opportunity to work in chosen learning style ➤ Tasks that limit success ➤ Inconsistency in rewards and sanctions ➤ Inconsistency between adults ➤ Rules and routines unclear ➤ Lack of recognition of need to teach rules and routines <p><u>Relationships</u></p> <ul style="list-style-type: none"> ➤ Poor relationships between pupils and adults ➤ Lack of opportunity for child to take responsibility <p><u>Outside factors/additional needs</u></p> <ul style="list-style-type: none"> ➤ Insufficient deployment of classroom support ➤ Inconsistency in rewards and sanctions ➤ Inconsistency between adults ➤ Poor relationships between pupils and adults ➤ Rules and routines unclear ➤ Lacks age appropriate social skills | <p>Refer to SBAP Graduated Response document following section 1, School Support (involve school Behaviour Lead as needed):</p> <ol style="list-style-type: none"> 1. Refer to Behaviour Policy 2. Behaviour for Learning guidance 3. Classroom audit 4. ABC sheet, Incident log 5. Structured conversation 6. Consider: <ul style="list-style-type: none"> Boxall Profile Behaviour Plan Refer to Concerning Behaviours Pathway if appropriate Refer to local offers and Partnership offers <p>Consider referral to SBAP Consider referral to Springboard Consider completing an EHAF</p> <p><u>Resources</u> Boxall Profile Behaviour for Learning Guidance Behaviour Plan Concerning Behaviours pathway information EHAF</p> |

SBAP – OUR SCHOOLS – Levels of Behaviour (updated March 2016)

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| <ul style="list-style-type: none">➤ Occasionally behaviours serious enough to be given fixed term exclusion | <ul style="list-style-type: none">➤ Doesn't conform to classroom norms➤ Lacks emotional vocabulary➤ Target or perpetrator of bullying➤ Family issues outside of school➤ Over protected child➤ Abuse/harm/neglect/domestic violence/young carer | |
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SBAP – OUR SCHOOLS – Levels of Behaviour (updated March 2016)

Level 3

Needs cannot be met within universal services without additional targeted support

Audience – Class teachers/Support staff/Senior Leaders/ Pastoral Staff

| Types of behaviour seen | Why might this be happening? | Best Practice Behaviour persist despite Level 2 intervention |
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| <p>There is persistent and significant disruption to learning and the school environment, where physical and emotional harm to self and others is regular. This results in fixed term exclusion.</p> <p>There may also be:</p> <ul style="list-style-type: none"> ➤ risk of permanent exclusion ➤ acute emotional distress ➤ persistent absence/lateness ➤ fluctuating moods of anxiety ➤ evidence of self-harm ➤ sexualised behaviour ➤ need for regular manual handling | <ul style="list-style-type: none"> ➤ Need for specialist staff training to address individual needs ➤ Speech and Language needs lead to lack of good communication ➤ Difficult relationships between pupils and adults ➤ Lacks age appropriate social skills ➤ Doesn't conform to classroom norms ➤ Lacks emotional vocabulary ➤ Target or perpetrator of bullying ➤ Family issues outside of school ➤ Over protected child ➤ Abuse/harm/neglect/domestic violence/young carer ➤ Disruption in the family home requiring professional intervention ➤ Emotional/mental health issue known at CAMHS Tier 2 ➤ Self Harm requiring medical support | <p>Similar to Level 2 responses Items below must be implemented and the impact evidenced in writing in order to develop a comprehensive case history</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Springboard and/or SBAP are involved <input checked="" type="checkbox"/> Assessments have taken place <input checked="" type="checkbox"/> Behaviour Plans are reviewed/Incident logs are regularly completed <input checked="" type="checkbox"/> Structured conversations are taking place with parents/staff <input checked="" type="checkbox"/> Staff/parent training/signposting accessed as appropriate <input checked="" type="checkbox"/> Counselling accessed if appropriate <input checked="" type="checkbox"/> Individualised timetable in place <input checked="" type="checkbox"/> Referral to MASH if appropriate <input checked="" type="checkbox"/> Managed Move considered if necessary |

Level 4

Audience – Headteacher/SLT/SENCo/Behaviour Lead

| Types of behaviour seen | Why might this be happening? | Best Practice |
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| <p>Child with severe and complex special and additional needs which have not been resolved through early intervention, targeted support or single agency specialist service</p> <ul style="list-style-type: none"> ➤ Permanently excluded or on the verge of ➤ Behaviours posing significant risk of exclusion from all of the child’s existing environments ➤ Behaviours which create a barrier to accessing support and intervention ➤ Fire setting ➤ Criminal behaviour in and out of school ➤ Violent behaviour requiring restraint ➤ Reacting aggressively in social situations ➤ Rapidly fluctuating moods of depression, anxiety or distress causing severe impact on health and wellbeing which require therapeutic approaches ➤ Prolonged or acute periods of emotional distress ➤ Symptoms of serious mental illness ➤ Inability to regulate emotions ➤ Poor impulse control which places self or others at serious risk ➤ Wetting/Soiling/Smearing ➤ Predatory sexualised behaviour | <p>Child factors</p> <ul style="list-style-type: none"> ➤ Diagnosis of emotional /psychological health problems which meets CAMHS Tier 3 thresholds ➤ Diagnosis of physical sensory or medical disorder (includes ADHD) ➤ Moderate to severe learning difficulties ➤ Diagnosis of ASD ➤ Diagnosed conduct disorder ➤ Loss (divorce/bereavement) ➤ Confusion over sexual orientation <p>School factors</p> <ul style="list-style-type: none"> ➤ Learning environment cannot be sufficiently modified to meet need ➤ Staff lack specialist knowledge or expertise <p>Family factors</p> <ul style="list-style-type: none"> ➤ Persistent non-attendance caused by parents ➤ Victim of abuse or neglect which meets the child at risk threshold ➤ Looked after child or experiencing multiple carers ➤ Over protected child unable to develop own identity | <p>Items below must be implemented and the impact evidenced in writing in order to develop a comprehensive case history. Best practice may include referral to specialist/acute services/statutory services</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluated use of Tier 3 strategies <input checked="" type="checkbox"/> Statutory Assessment has been instigated <input checked="" type="checkbox"/> IEP involving young person in target setting and monitoring <input checked="" type="checkbox"/> Participation in multi- agency meetings (Case conference, Section 17, LAC review, child specific planning meeting) <input checked="" type="checkbox"/> Internal exclusions increasingly used <input checked="" type="checkbox"/> Regular Educational Psychologist involvement <input checked="" type="checkbox"/> CAMHS involvement <input checked="" type="checkbox"/> Additional therapeutic support <input checked="" type="checkbox"/> MASH referral <p style="background-color: #e1eef6; padding: 5px;">Behaviours will present extreme challenge to the child’s infrastructures (school, family, community, support). Some behaviours are likely to be complex and from multiple origins, requiring input from more than one agency</p> |

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| <ul style="list-style-type: none">➤ Frequent and determined absconding➤ Self harming on a very regular basis (bursts over time)➤ Withdrawal from the majority of activities either in or out of school, including individual timetables➤ Characteristics of developmental trauma➤ Regular and frequent substance abuse impacting on ability to function in school➤ Dealing in drugs➤ Actively involved in sex trade, exploiting others or a victim➤ Risk taking behaviours likely to seriously harm self or others➤ Actual attempted or threatened suicide | <ul style="list-style-type: none">➤ Significant caring responsibilities that impact on development➤ Disordered attachments➤ Extreme domestic violence➤ Disruption within the family home➤ Bereavement➤ Physical/mental health issues <p>Community factors</p> <ul style="list-style-type: none">➤ Unable to protect self from significant harm including contact with unsafe adults or young people➤ Anti social behaviour resulting in Police involvement➤ Gang related activity➤ E-safety issues➤ Sexual exploitation | |
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