



Graduated response in St Joseph's Catholic Primary for children with Behavioural, Emotional and Social Difficulties (BESD).

(St Joseph's Catholic Primary school will endeavour to use the responses below whenever possible to support pupils in their care, each suggestion at each range is in addition to that at the previous range)

Range 1	Descriptor	Displays some of the following low level behaviours on an infrequent basis but which still have a detrimental effect on learning: Anxiety, aggression, hyperactivity, poor concentration, lack of compliancy, Difficulties with following instructions and routines, immature social skills.
	Provision	<ul style="list-style-type: none"> ✓ Quality First Teaching, differentiated curriculum. ✓ Altered behaviour system – personal chart including clear sanctions, rewards and limited SMART targets. ✓ Mostly in class. ✓ Calming area available in class or elsewhere. ✓ Circle of Friends approach to build relationships. ✓ Record events (ABCs etc) ✓ Time to discuss emotional, social aspects with teacher or other adult.
Range 2	Descriptor	Displays more of the behaviours as stated in Range 1 on a more frequent basis, and/or the nature of the behaviour is more severe, leading to greater evidence of developmental delay. In particular; following routines, interacting with peers and adults (including solitary behaviours and increased vulnerability), anxiety heightening at particular times of the day, risk of repeated fixed term exclusions
	Provision	<ul style="list-style-type: none"> ✓ Quality First Teaching, differentiated curriculum. ✓ Seek advice from SEBD team. ✓ Altered timetable – identify 'hotspots', different entry/exit arrangements, to include 10 minutes morning meeting to discuss home events, feelings to set up' for day with additional adult. (Visual timetable) ✓ Structured playtimes with supervision. ✓ Use of quiet areas away from class. ✓ Some additional 1:1 to support in class and work on SEBD targets with a Behaviour mentor. ✓ Positives diaries. ✓ Some Nurture Group time in an afternoon. ✓ Consider additional referrals (SLT, LDT etc)

Range 3	Descriptor	<p>Displays significant and persistent behaviours from those stated in Range 1 with a continued effect on learning.</p> <p>In particular; difficulties with social interaction, communication and understanding lead to greater vulnerability and breakdown of relationships, increase in frequency/intensity of outbursts, more withdrawn, more disruptive, continued risk of fixed term exclusions and absences from school.</p>
	Provision	<ul style="list-style-type: none"> ✓ Quality First Teaching, differentiated curriculum. ✓ Individual behaviour plan and provision as required. ✓ Regular (half termly/termly) review meetings with parents and other agencies. ✓ SEBD involvement – visits, observations, planning, use of mentors.