

Graduated response in school for children with Behavioural, Emotional and Social Difficulties (BESD).

(Each suggestion at each range is in addition to that available 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. ✓ Positives diaries. ✓ Consider additional referrals (SLT, LDT etc)
Range 3	Descriptor	Displays significant and persistent behaviours from those stated in Range 1 with a continued effect on learning. 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lead to greater vulnerability and breakdown of relationships, increase in frequency/intensity of outbursts, more withdrawn, more disruptive, continued risk of fixed term exclusions and absences from school.

	Provision	<ul style="list-style-type: none">✓ Quality First Teaching, differentiated curriculum.✓ Regular (half termly/termly) review meetings with parents and other agencies.✓ SEBD involvement – visits, observations, planning, use of mentors.
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