

# Graduated Approach—Behaviour

**Assess, Plan, Do, Review at each stage**

Quality First Teaching  
Effective deployment of adults/provision of resources/differentiation  
School behaviour policy followed  
Pastoral Team informed  
All behaviour logged and observed in different contexts—triggers, patterns, locations, etc.  
Behaviour logs on Sims analysed  
Meeting with parent  
APDR (concerns/difficulties/triggers identified & first stage class based interventions)  
Concerns discussed with SLT—observation of child in different contexts  
SEND graduated approach utilised

APDR reviewed with senior LSA Behaviour Lead  
Class behaviour checklist reviewed  
Specific additional interventions identified (informed by PRIM Index, other documented resources & strategies e.g. Individual work station, 5 point scale, visual timetable, home/school diary, TEACCH approach, revised seating/grouping arrangements, Relaxed Kids, etc.)  
Use of restorative approach  
Boxall profile completed—Analysis of results  
SDQ  
Exclusion checklist completed, PHP, Risk Assessment

Targeted 1:1 bespoke work, E.g. listening ear, Lego Therapy, ELSA, etc.  
Alternative curriculum provision  
Nurture group provision  
Refer to BIT  
PSP (Pastoral Support Plan)  
Exclusion—Internal/external  
PACE



**THE DISTRICT**  
CE PRIMARY SCHOOL