SCHOOLS SAFEGUARDING / BEHAVIOUR REFLECTION TOOL

Name / Initials of child   DoB

	Manageable ← Some concern Significant concern →
1 Type of behaviour	**Describe behaviours that give concern, referring to chronology of reported incidents or concerns and identifying any apparent patterns**.[1] Reflect upon who is most affected (or harmed) by the behaviour: the child, others (peers and/or adults) or both. Describe the behaviour specifically and in detail eg '6 reported incidents of throwing pencils' is more useful than 'disruptive'. Noting 'when' and 'where' will also help with pattern mapping. Be mindful of 'internalising' behaviour, such as becoming disengaged or withdrawn, as well as 'externalising' behaviour, such as verbal or physical aggression. A noticeable change in behaviour can also be important as well as concerns about the wider peer group or particular issues with one child or adult. **Manageable** behaviour can include some silly or 'boundary testing' behaviour that is developmentally or age appropriate or behaviour that can be managed using school behaviour system. Concerns would mount in relation to frequency and severity of incidents or those that require a legal response, as well as the use of aggression and/or violence and controlling or manipulating others to a threatening degree. Concerns around a child's emotional wellbeing or mental health that suggest assessment, intervention or treatment may also be significant.
2 Context and apparent function of behaviour	**1 Describe the child in the context of the family, referring to chronology of known family history, including any traumatic or unsettling events.** **2 Consider the child in school and in relation to peers – is behaviour appropriate to age, development and situation? Are learning, language and/or medical needs relevant to understanding?** What is the apparent function of the behaviour (eg control, attention, nurture, revenge)? Continuum of concern: **Manageable** behaviour is characterised by open relationships, no power imbalances (see above). Concerns escalate if there has been a serious, one-off, isolated incident, if behaviour is apparently influenced by others or attempts to influence or control others. **Significant** concerns include behaviour that is planned, secretive or involves elements of threat, force or coercion. Level of concern may also be influenced by questions 1 and 2 above.
3 Child/YP's response when asked about behaviour	If the child's behaviour has hurt or affected others the continuum of concern would range from: **Manageable**: appropriately uncomfortable, shows genuine remorse and empathy; **Some concern**: ashamed and anxious, demonstrates some remorse and empathy. Understanding of what they've done wrong and able to engage with support; **Significant concern**: Lack of empathy, denies responsibility, blames the victim, anger, aggression, defensive. Little *or* extreme concern about being caught. If the child's behaviour seems internalising or self-directed, professionals may need to determine their level of concern according to how comfortable they feel with the child's response: does it feel appropriate or plausible or are adults left with a feeling of disquiet or unease? Does the child have a stronger relationship with any particular adult?
4 Reaction of CYP / adult harmed, affected or involved	**Manageable**: Able to forgive and forget, no long term effects. No repercussions. Adults working with child are able to support without becoming emotionally drained or lowering boundaries. **Some concern**: An emotional response, annoyed or irritated, takes longer to resolve, avoiding or less tolerant, relationship impaired. **Significant concern**: Uncomfortable, fearful, anxious, avoidant. Disempowered, intimidated, unable to control the behaviour or protect themselves / others. It may also be useful to reflect upon wider staff responses to the child: are they emotional or avoidant? Do staff want to work with this child? Is the child treated consistently in relation to peers? Does the child's identity (race, gender, sexuality, ability etc) affect responses or expectations? Are there moves to exclude or remove the child?

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[1] **NB** If behaviour is sexualised please also complete an **AIM assessment**.

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5 Peer Relationships	**Manageable**: Child would normally socialise within own peer and ability group. There are no factors to suggest a power imbalance.
	Some concern: Child may be socially isolated or socialising outside own age group (younger or older). Factors suggest that the person is more dominant with or dominated by one or more individuals. Some concerns about behaviour of peers as group.
	Significant concern: There may be clear power differences in relationships, controlling or controlled. Peers may be fearful or avoidant. Child may isolate her/himself. Displays poor social skills or understanding. Interests can become obsessive or all-consuming. Escalating concern about activities of peer group.
6 Persistence of the behaviour	**Manageable**: School policy can be applied to manage behaviour. Strategies or intervention can be applied at least intrusive level.
	Some concern: Additional strategies, intervention or referral need to be considered or implemented. Noticeable increase in behaviours of concern. Decision or requirement to monitor behaviour.
	Significant concern: Existing strategies or intervention appear to be having little impact. Behaviour self-harming, sadistic or aggressive. **Behaviour chronology and pattern mapping raise concern.** The behaviour appears to be a way to cope with negative emotions.
7 Other behavioural problems / attendance	**Consider potential unmet learning needs.**
	Manageable: No other behavioural problems, healthy peer relationships, good attendance.
	Some concern: The child is thought of as vulnerable. May have difficulties coping with strong emotions or in making connections and relationships. Behaviours impacting on achievement. Some attendance concerns.
	Significant concern: Diagnosis of depression or other significant mental health / neurological problem. History of cruelty to animals or fire setting. Learning is secondary to other needs or pre-occupations. Poor attendance.
8 Background information known, **including siblings**	**Manageable**: No significant family history, no concerns expressed about siblings or known traumatic events.
	Some concern: Chronology of family history indicates previous concerns or traumatic experiences (eg bereavement, loss, family illness, homelessness). Concerns about home life. Parents have expressed concern to school or other services. Parents been signposted to or have had previous involvement with services. Lack of parental engagement.
	Significant concern: Traumatic experience, within or outside home eg physical, emotional, sexual abuse or exploitation, neglect, witnessing domestic violence. Pattern of discontinuity of care, poor attachments. Family are minimising of the behaviour or are rejecting of the C/YP, harsh or punitive. Family not willing to engage.

Has information has been gathered from other services including MASH, older/younger siblings' schools, health visitor, children's centres etc?	Y / N

OVERALL OUTCOME	*If all factors fall predominantly in one area of the continuum, this is the overall outcome although adjustment should be made to accommodate more concerning factors. If the behaviour is borderline or has characteristics of more than one area of the continuum, again the overall outcome should reflect the more concerning factors by moving further towards the right hand side of the continuum (towards Significant concern) from the average score.*

ACTION / NEXT STEPS

CONSIDER: Does this situation feel stuck? Who has or can help with discussing this case?

Have you informed or consulted key members of staff (Safeguarding, SEND, Behaviour, Pastoral), even if the behaviour does not warrant an external referral?

If there is a safeguarding concern, who has been notified?

If this child is a risk to her/himself or others complete the Behaviour/Safeguarding Risk Assessment.

Completed by   Date

Task and Finish Group: Aligning Behaviour and Safeguarding Policy (2016).