



THE School Behaviour Toolkit and Checklist (SBTandC)

Glossary of acceptable evidence

These glossary of evidence is not placed in a chronological order in which it should take place. It aligns to the Stage 1 Checklist document for the SBTandC.

1. Underlying causes may include educational, family or social issues that are having a detrimental impact on a child's ability to regulate their behaviour and to recognise and adhere to social norms around behaviour. There may be CPOMs (or similar) records.
2. Consideration has been given to the QFT strategies recommended for SEMH on [Halton's Graduated Approach Toolkit](#) and the [SEMh page of Halton's Local Offer](#)
3. Interventions may be formal or informal and can include both pastoral interventions and interventions targeting a specific educational need.
4. Schools have previously been asked to record whereabouts on their behaviour policy they will instigate each stage of the SBTandC.
5. Other agencies include (but is not limited to) LA agencies such as Social Care, HBSS, PBSS, SEN etc or may include outside agencies such as CAMHS or AddAction. Evidence will include notes of visit and reports written by their agents.
6. **Is there evidence that discussion with SENCo has taken place and has informed consequent strategies, targets and outcomes?**
 - Meeting minutes, emails or contemporaneous notes which document concerns being raised and demonstrate and clear links to targets set in any APDR documentation.
7. **Strengths of the child**
 - Strengths are considered so that all stakeholders continually consider the mental health of the child and their strengths can be used as a lever for improvement in behaviours.
8. Demonstration of spending of notional funding will include a costed plan for the child.
9. Additional funding requests may include DTUF applications (primary)

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10. Is there robust evidence of cycle 1 of APDR?

[Halton's Graduated Approach Toolkit](#)

[HBSS Local Offer for model IBP](#)

- Evidence of meetings where student has been identified as a cause for concern.
- Documentation which evidences that student has been identified as a cause for concern (*SIMS, CPOMs*).
- Evidence that SMART targets were set, based on EP/SENCO recommendations and strategies put in place.
- Evidence that the school have adopted a clear graduated approach to meeting needs at school level first and then with other appropriate agencies.
- Evidence of an IBP (Or similar) which makes reference to the SEN Support strategies recommended for pupils with SEMH needs in Halton's Graduated Approach.
- Evidence of monitoring of targets and any relevant interventions (*dates, times and duration of mentoring, 1:1 and withdrawn sessions*). Documentary evidence of differentiated approach in class and around school.
- Evidence that impact and efficacy of strategies has been reviewed within the time frame set at the planning stage.

11. Is there robust evidence of cycle 2 of APDR?

[Halton's Graduated Approach Toolkit](#)

[HBSS Local Offer for model IBP](#)

- Documentation which evidences that desired outcomes in APDR cycle 1 were not reached (*SIMS, CPOMs, schools own documentation*).
- Evidence that review process in APDR cycle 1 has informed the setting of targets for APDR cycle 2. Additionally, that any written recommendations made by Outreach Lead Teacher are evident in APDR cycle 2.
- Evidence of monitoring of targets and any relevant interventions (*dates, times and duration of mentoring, 1:1 and withdrawn sessions*). Documentary evidence of differentiated approach in class and around school.
- Evidence that impact and efficacy of strategies has been reviewed within the time frame set at the planning stage and that desired impact has still not been achieved.

12. Has there been involvement from the EP service?

Either:

- A full EP assessment completed in the last 12 months.
- Group consultation for this child or a child with a similar profile and evidence that recommended strategies have been implemented.
- Documentary evidence of EP consultation (meeting notes/ minutes following discussion)

13. Evidence of analysis of behavioural triggers

- Use of ABC charts of STAR Analysis (both available [here \(HBSS Local Offer\)](#))
- Analysis shows consideration given to triggers and minimising triggers for the child.

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- 14. Is there evidence that parent voice has been considered when developing targets and strategies?**
- Documentation from meetings.
 - Documentation which evidences regular school contact with home setting.
 - Documentary evidence that clearly shows where parent/carer voice has been a consideration when setting targets.
 - EP reports or consultation documentation, which evidence parent/carer voice.
 - Clear, documented links between parent voice and target setting.
 - Documentation which shows the parents' wishes for their child
- 15. Is there evidence that pupil voice has been considered when developing targets and strategies?**
- Documentation from re-integration meetings.
 - Documentation from Mentor sessions.
 - Intervention strategies used.
 - EP reports or consultation documentation, which evidence pupil voice.
 - Clear, documented links between pupil voice and target setting.
- 16. Is there evidence that analysis of behavioural triggers has taken place and findings embedded into APDR cycles?**
- Evidence of CPOMs (or equivalent) data and how it has informed strategies.
 - SBTandC questionnaires used to inform bespoke interventions, in line with a graduated approach to meeting needs.
 - Boxall profile recommendations embedded into APDR documentation.
 - SENCO's own documentary evidence.
- 17. The child's attainment and progress**
- Evidence of attainment and progress can be shown using the school's own tracking system.
- 18. Safeguarding concerns**
- Consideration has been made as to whether the behaviours displayed could be linked to any safeguarding concerns for the child or family. If this is the case, consideration should be given to whether the child could have experienced ACEs and how the school can support the child/family to overcome these issues.
- 19. CSE/CCE Concerns**
- If there are CSE/CCE considerations, communication will need to be with Social Care and the relevant documentation will need to be completed.
- 20. Attendance Issues/EWO**
- Any APM minutes or communication with the EWO about the child may indicate a wider problem and should be considered as a possible root cause of their behaviours.

Some items on the SBT&C are * and there is a comments box at the end of the document to add any additional context if you have answered 'no' to any of those questions.

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