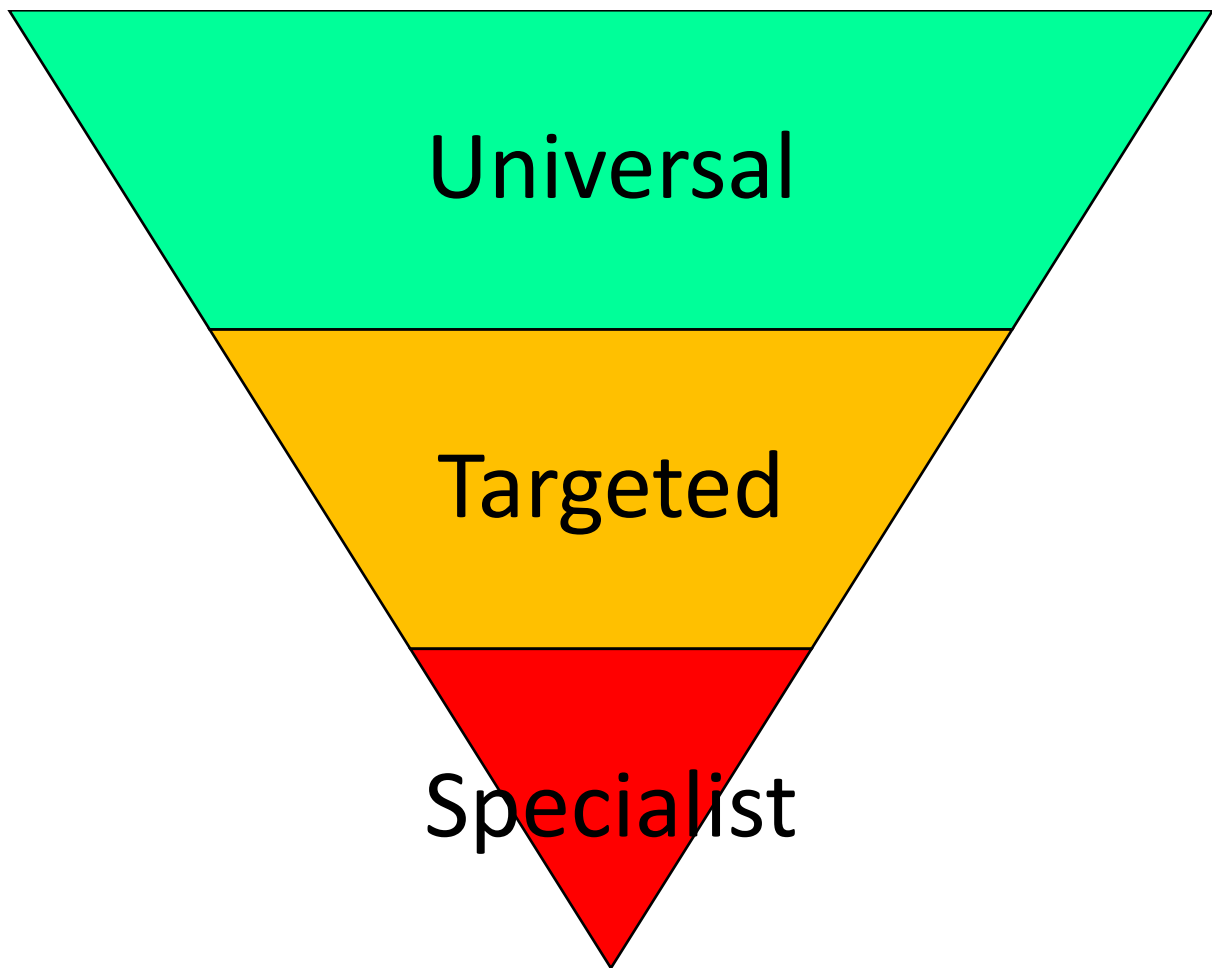


CARE Flow Chart

Behaviour Strategies:



The flow chart would be used alongside a school's behaviour policy.

The CARE profile is designed to support schools in collecting evidence to support professionals in:

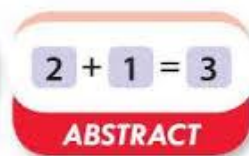
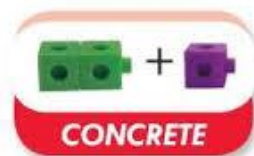
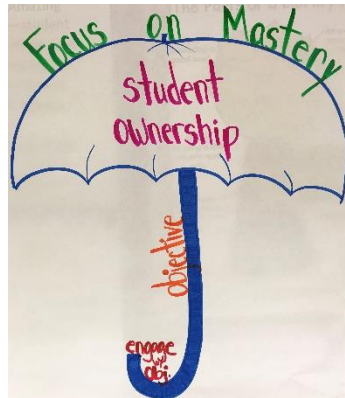
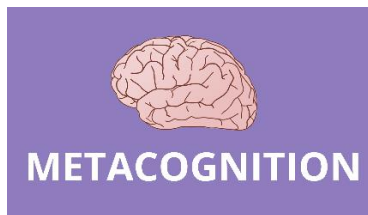
- understanding the child's behaviour and associated needs
- gathering evidence
- making judgements about actions to be taken to support the child.

A decision to exclude rests with HT and Governors – the CARE profile is not intended to 'permit' exclusion. The LA are available to discuss evidence and support prior to an exclusion decision being made.

❖ Child is displaying challenging behaviour.

Universal Intervention Stage: Level 1

School applies universal strategies which focus on Quality First Teaching strategies and makes use of the Graduated Approach.



- SEMH QFT strategies from updated Graduated Approach – launch Spring 2021
- High quality, inclusive teaching promoting high expectations and participation from all.
- Directly teach and then promote school behaviour expectations e.g., 'Be safe be kind, be respectful'.
- Incorporate positive behaviour strategies from school's policy e.g., shout out boards, praise point rewards, embellished countdowns etc.
- Use of natural consequences e.g., reward time not earned, work time extends into playtime for incomplete work.

No improvement
Move to Level 2

Pupil re-engages
Behaviour improves
No further action

❖ Child is displaying more frequent or escalating challenging behaviour.

Targeted Intervention Stage: Level 2 (*3-4 weeks)

School applies targeted intervention strategies which focus on tracking behaviour and identifying triggers and functions. Use SEMH SEND support strategies from Graduated Approach

- Individual needs assessment, e.g. Boxall profile completed and analysed- strategies incorporated into daily family time session
- 'Behaviour Game' played regularly during lessons – class target time
- Be explicit about the behaviour to be worked upon
- Child discussed at progress meeting with SENCO
- Individual behaviour plan implemented and shared with parents – SMART targets which promote success and are time limited*

Complete pupil and staff questionnaire from CARE profile

Complete STAR and ABC tracking

Complete CARE initial checklist

Some improvement
Repeat Level 2 in order to see full impact before moving to Level 3

No improvement
Move to Level 3

Triggers and functions addressed
Behaviour improves
No further action in relation to CARE profile

Specialist Intervention Stage: Level 3

School applies specialist strategies as part of SEN Support Plan or IBP, following the Graduated Approach, to begin behaviour specific cycles of APDR

- Functional assessment of behaviour
- Observations and discussions with SENCO, parents and HT
- Plan includes personalised reward system
- No longer than 2 cycles of APDR
- Support from external agencies e.g. HBSS specialist teacher, EP, HBSS Family Liaison.
- Application for discretionary top up funding (Primary) Outreach (KS3)

SMART targets with opportunities for success

Completion of Parent/carer questionnaire and meeting with SENCO & teacher

EP Group consultation and/or referral

Revisit CARE checklist and update actions/outcomes

Share evidence of checklist with HBSS for analysis and decision on school or pupil-facing support

No improvement
Consider EHCP assessment for SEMH

