



Threshold Descriptors

BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES

(to be used with FS2, KS1 - KS4 pupils only)

S3-3

	Descriptor (Apply 'Best Fit')	Assessment & Planning	Groupings for Teaching	Range	Curriculum & Teaching Methods	Intervention strategies
0	<p>All children need to be taught or encouraged to learn the social and emotional skills that underpin good behaviour. They need to be educated in a learning social environment that is designed for this purpose. The key areas are:</p> <ul style="list-style-type: none"> The whole school ethos, behaviour policy and practice Classroom and playground environment and relationships Provision of planned opportunities for pupils to learn social and emotional skills e.g. PSHCE, SEAL etc. 	<ul style="list-style-type: none"> Systems in place to ensure effective class and behaviour management strategies. Systems to provide effective consequences to positive and negative behaviours. (Rewards and sanctions) Have effective links between pastoral support, personal and social education, SEN and the curriculum. 	<ul style="list-style-type: none"> Mainstream classroom with attention paid to organisation and pupil groupings. Specific regard to effective teaching practice See Learning Difficulties guidance <p>See Secondary and Primary Behaviour and Attendance Strategies for guidance across this level. Auditing and monitoring of whole school behaviours. Attention given to emotional, social, health and wellbeing of a child</p>	<ul style="list-style-type: none"> School behaviour policy with a range of strategies Main provision by class teacher, staff and resources usually available in the classroom Close liaison and common approach with parents/carers. Staff support and training on issues related to emotional, social development and behaviour. Those schools with LSUs having clear entry/exit criteria See Learning Difficulties guidance See provision mapping guidance Parents/carers able to access parenting programmes 	<ul style="list-style-type: none"> Use of nurture strategies and therapeutic language In class differentiation of the curriculum and supporting materials Recognition of the different learning styles. Use of behaviour targets within the classroom and unstructured times of the day e.g. lunchtime. The planned teaching of personal social and emotional skills (e.g. the core skills and abilities of a Behaviour Curriculum) The planned teaching of emotional literacy See General Learning Difficulties Threshold Descriptors 	<ul style="list-style-type: none"> An effective behaviour/inclusion policy that is regularly monitored and evaluated within the school. School councils: peer counselling; buddy schemes: circle time: breakfast clubs: lunchtime/after school activities: Break time havens; Life Skills Teaching; Parental or Family Support Officer Involvement; Induction Programme: Other. Primary/Secondary Behaviour Attendance strategies Systems for observing, monitoring and assessing a pupils behaviour
1	<p>Low level/low frequency features of social and emotional and behavioural difficulties:</p> <ul style="list-style-type: none"> be withdrawn or isolated may display some occasional stress or anxiety have immature social skills, occasional disruptive and disturbing behaviours, low level hyperactivity and lack of concentration follows most but not all routines in the learning environment. <p>This might include difficulties with:</p> <ul style="list-style-type: none"> social relationships complying with to the structure of a group difficulties joining in group/whole class work: may show signs of stress and anxiety difficulty following whole class instructions: 	<ul style="list-style-type: none"> Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, Risk assessments of difficult times of the school day Progress should be a measured 	<ul style="list-style-type: none"> Mainstream class with attention paid to organisation and pupil groupings. Opportunities for small group work based on identified need e.g. listening/thinking/ social skills. Time limited mainstream classroom programme of support, which relates to assessments. Small group work 	<ul style="list-style-type: none"> Main provision by class/subject teacher staff and resources usually available in the classroom. Support/advice from SENCO with assessment and planning. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. Close monitoring to identify "hotspots" Support for times identified by risk assessments 	<ul style="list-style-type: none"> Use of nurture strategies and therapeutic language In class differentiation of the curriculum and supporting materials enabling full access to the curriculum. Strategies developed shared with school staff, parent/carer. Increased differentiation by presentation and/or outcome. Simplify level pace instructions amount of teacher talk. Increased emphasis on identifying and teaching to preferred learning style. Opportunities for skill reinforcement/revision/transfer and generalisation. Some use of specific group or 1:1 programmes. 	<p>The use of at least 2 positive targeted strategies that might include:</p> <ul style="list-style-type: none"> Use of P scales PSHE targets Enhanced report cards and reward systems involving regular monitoring and support Targeted support from parental/family support team Behaviour monitoring records Use of behaviour targets within the classroom/playground, prompt cards Visual systems/timetables Regular small group work/concentration skills/ social skills

<p>1</p>		<p>change in their behaviour and learning following each review cycle.</p> <ul style="list-style-type: none"> • Recognition of learning styles. • Programme of support related to assessments • Parents involved regularly and support targets at home. • Pupils involved in setting and monitoring their targets. 	<p>to learn appropriate behaviours and for associated learning difficulties</p> <ul style="list-style-type: none"> • Individual programme based on specific need • A quiet area in the classroom may be useful for individual work 	<ul style="list-style-type: none"> • Close liaison and common approach with parents/carers. • Parents/carers encouraged to attend parenting programmes • Group intervention e.g. Epic 	<ul style="list-style-type: none"> • Preparation for any change and the need for clear routines 	<ul style="list-style-type: none"> • Support that use solution focused /retracking/motivational approaches • Circle of friends • Access to ICT • Individual BESD programme • Enhanced teaching within small group circle time: conflict resolution: emotional literacy: solution focussed approaches •
<p>2</p>	<ul style="list-style-type: none"> • No significant measured change in the target behaviours/social skills. • BESD continues to interfere with pupil's social/learning development across a range of settings and is following only some of the routines in the learning environment. • Continued difficulties in their social interactions with both adults and peers. • Pupil may be either socially vulnerable, withdrawn, inconsistent or display unpredictable patterns of behaviour • Pupil may show patterns of stress/anxiety related to specific times of the day. • Displays hyperactivity and lack of attention that impacts on learning and progress in more than one subject • Pupil may have a preference for own agenda, reluctant to follow instructions. • May be at risk of a fixed term exclusion for an isolated incident 	<ul style="list-style-type: none"> • As range 1 plus More detailed and targeted observation i.e. interval sampling • Use and analysis of assessment tools • Assessment related to intervention strategy • Pupil self assessment • More detailed recording, monitoring of frequency, intensity, A.B.C. over a range of contexts. Involvement of education and non education professionals as appropriate. • Wider assessments for learning/other SEN • Curriculum plan reflects levels of achievement and includes 	<ul style="list-style-type: none"> • In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets. • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • On going opportunities for 1:1 support focused on specific IEP targets. 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides targeted support on an individual/group basis. May include withdrawal. • Additional daily support provided within school to support learning and behaviour. • Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs and Personal Support Plans. • Encouragement and inclusion in an extra curricular activities. • Use of time out to reduce demands on pupil and to de-escalate 	<ul style="list-style-type: none"> • Modify level/pace/amount of teacher talk to pupils' identified need. • Individual targets within group programmes and/or 1:1. • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom • Emphasis on increasing differentiation of activities and materials and take account of individual learning styles. • Short term individual support focusing on listening, concentration, social skills, solution focused approaches • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama. • At least 2 of the above 	<p>The use of at least 3 positive targeted strategies that might include:</p> <ul style="list-style-type: none"> • Use of P scales PSD targets • Enhanced report cards and reward systems involving regular monitoring and support • Behaviour monitoring records • Use of behaviour targets within the classroom/playground, prompt cards • Visual systems/timetables • Regular small group work/concentration skills/ social skills • Support that use solution focused /retracking/motivational approaches • Circle of friends • Access to ICT • Individual BESD programme • Enhanced teaching within small group circle time: conflict resolution: emotional literacy: solution focussed approaches • Therapeutic intervention e.g. art or play therapy

		<p>individually focused IEP targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable</p> <ul style="list-style-type: none"> • Additional steps taken to engage pupil and parents as appropriate. • Identifying non educational input • Consider initiating a CAF 		emotions/feelings during lessons		
3	<ul style="list-style-type: none"> • Significant and increased levels of social emotional behavioural needs • Pupil has had more than one fixed term exclusion within the academic year • Increased frequency/high intensity of social/emotional behaviours, (withdrawn or disruptive) which affect their learning and relationships with adults/peers. • Significant difficulties with social interaction, social communication, social understanding. • Will lack understanding in social context and therefore be socially vulnerable. • Remains isolated despite intervention or prone to frequent aggressive outbursts. 	<ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools including CAF. • Involvement of specialist agencies as appropriate. • Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. • More frequent involvement of parent/carer to engage pupil. 	<ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks and in small groups. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific BESD/learning targets. 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist agencies as appropriate. • Daily access to staff in school with experience of BESD, e.g. behaviour support worker, lead behaviour professional, SENCo • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks • Increased access to a combination of individual, small group and whole class activities. 	<ul style="list-style-type: none"> • Teaching focuses on both curriculum and BESD outcomes throughout the school day • Tasks and presentation personalised to pupil's needs/personalised curriculum. • Individualised level/pace/amount of teacher talk. • Learning style determines teaching methods. • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • Small steps targets within group programmes and/or 1:1 work tasks • Targets monitored with the pupil daily/ targets 	<p>The use of at least 5 positive strategies that might include:</p> <ul style="list-style-type: none"> • Use of P scales PSD targets • Enhanced report cards and reward systems involving regular monitoring and support • Behaviour monitoring records • Use of behaviour targets within the classroom/playground, prompt cards • Visual systems/timetables • Regular small group etc

<p>4</p>	<ul style="list-style-type: none"> • Requires a partial timetable or has a dual placement. • Behaviour and Attendance Panel or Fair Access Panel recommends a managed move. • Accesses learning through a personalised curriculum • The pupil develops stratagems that allow him/her to persistently avoid and/or reject a new and unfamiliar task, or a difficult or competitive situation. • Requires advice and support from an external specialist e.g. Educational Psychologist, Springwell Outreach • Persistent and significant social, emotional and behaviour needs which are impacting on the pupil's learning and that of others. • Increased concern for the pupil's own health and safety and that of others • Number of fixed term exclusions becomes more frequent despite the evidence of reasonable adjustments being made. • Frequent non-attendance at school due to BESD • The pupil requires a higher level of adult support than would be expected by his/her peers in order to reduce anxiety and attempt to be proactive in preventing incidences of unregulated behaviour, to enable learning to take place and maintain positive interaction with peers and adults • The pupil experiences unpredictable emotional outbursts that are uncontrolled and have no discernible trigger or immediate objective. • The pupil persistently seeks control over others. May have frequent, unpredictable emotional outbursts; these may be chosen in an attempt to gain control of a person or situation and achieve a desired outcome that fulfils a basic need such as a need to feel safe. • The pupil is not influenced by normal social constraints and expectations, functioning acceptably only when supported by direct pressure or 	<p>As above plus:</p> <ul style="list-style-type: none"> • Individual risk assessments in place and an individual behaviour/care plan implemented 	<p>As above – plus:</p> <ul style="list-style-type: none"> • Predominantly works in small groups, pairs or in a one to one situation with an appropriately skilled member of staff • Increased use of Nurture Principles • Identified adult supporting differentiation and developing/ • modelling and monitoring access to learning and social interaction opportunities 	<p>As above plus:</p> <ul style="list-style-type: none"> • Additional adult with experience of BESD supports pupil at structured (e.g. lesson times) and unstructured times of the day (e.g. break time) 	<p>As above</p>	<p>As above</p>
<p>4</p>						

	<ul style="list-style-type: none"> support from an adult. The pupil has a disparaging attitude to other pupils; persistently attempts to dominate bully or persecute others. This may also be evident in their interactions with some adults. The pupil experiences feelings of persecution and complains of being excluded by others, these feelings may or may not be justified. There is a need for adult support to access appropriate social interaction, identify different roles within a group and gain from group learning experiences. 					
5	<ul style="list-style-type: none"> Assessment by relevant specialists indicate pupil requires access to specialist BESD learning environment or PRU alternative provision Pupil exhibits extreme violent behaviour and/or extreme oppositional defiant behaviour At risk of permanent exclusion despite a variety of strategies being used and evidenced Break-down of mainstream curriculum May also require residential provision Complex mental health issues which requires out of borough specialist (therapeutic) provision Pupil is returning from custodial placement LAC with history of transient placements and high levels of instability due to BESD Pupil previously out of education for long period of time (i.e. missing from education, anxious & phobic) Returning to school following court proceedings Serious medical needs 	<ul style="list-style-type: none"> Pupil assessed as not appropriate for mainstream provision Pupil is moving into Barnsley from an out of borough specialist placement and a period of assessment is required to determine an appropriate educational placement Referral to FAP due to breakdown of more than one school placement Assessed as inappropriate for mainstream following PRU assessment and/or statutory assessment SEN assessment determines specialist provision is appropriate Assessment shows that Pregnant school girl or teenage mum requires specialist provision is due to 	<p>May include:</p> <ul style="list-style-type: none"> small class sizes small group work supported by 1 or 2 adults Group work in a distraction free environment as possible One to one 'out of school' provision with individual locality based tuition May require additional 'off-site' education programme with commissioned providers 	<ul style="list-style-type: none"> high level staffing ratios Small group size with additional support Limited one-to-one support available Additional support staff and/or teaching staff required to successfully deliver appropriate curriculum Could require one-to-one support worker or teacher 	<ul style="list-style-type: none"> Pupil requires specialist teaching and curriculum Learning experiences address significant social and emotional need and provide a broad and balanced curriculum Teachers require high levels of specialist training Differentiation and personalisation are a priority to deliver appropriate curriculum Additional 'off-site' provision may be required to supplement and enrich school based learning with vocational strand one to one mentoring Limited, personalised one-to-one literacy and numeracy programmes delivered to address gaps in learning and/or specific learning difficulties High levels of support required Very personalised pathways that include small group work and/or personalised one-to-one teaching Significant therapeutic intervention may be required One-to-one tuition in locality bases and/or home tuition 	<ul style="list-style-type: none"> Specialist setting with personalised resources Off-site provision Possible therapeutic intervention Possible Parenting Support required Possible EWO involvement Locality based/home tutoring, anxious and phobic PRU, Social Capital PRU provision High level multi-agency involvement and planning required High staffing ratio and input Likely to require one-to-one teacher or support worker input

		<p>BESD</p> <ul style="list-style-type: none">• Pupil assessed as requiring highly specialised BESD provision including short break/respite provision				
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