

SNIP Behaviour Audit

Measuring improvements in behaviour is difficult due to the complex and interrelating interactions and the influence of the environment. However, monitoring is useful in order to indicate progress towards pupil and teacher devised goals and recognition of levels of success.

Canterbury Infants School in Norfolk devised a reintegration scale for pupils who attended their Nurture Group. (Information published in an article in British Journal of Special Education Sept 2001) They developed criteria from a number of sources and achieved a scale that was quickly applied and clearly indicated areas of difficulty that required targeted action. The monitoring device that SNIP has produced follows this basic idea but uses the QCA document **Supporting School Improvement Emotional and Behavioural Development** as a guideline for criteria to produce a resource that can be used as an audit of emotional and behavioural development. It consists of three sections:-

- Learning behaviour
- Conduct Behaviour
- Emotional Behaviour

The first section is printed here. The other sections will be included in later editions. The idea was to develop a scale that does not take up a great deal of staff time but provides information on a pupil's perceived EBD attainments on that occasion. It can be used by a teacher or learning support assistant and involves circling the number that they feel best describes the pupil using criteria described below. This information is then used to devise targets to reduce the areas of difficulty. Altogether there are three A4 pages of criteria but with practice this should only take ten minutes to complete and encourage monitoring of performance and recording of action taken to increase inclusion.

Numbers on the scale indicate

- 1 Not at all**
- 2 Rarely**
- 3 Sometimes**
- 4 Fairly often**
- 5 Often**
- 6 Always**

Scores can be totalled with lower scores indicating more level of concern. A target may be to increase the scores in a specific area or overall. A graph indicating a way of plotting this information will be produced in a later edition of SNIP. QCA document £3 from 01787 884444

	Name					Date									
60															
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10															
8															
6															
4															
2															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Conduct behaviour					Learning behaviour					Emotional behaviour				
Target:															

LEARNING BEHAVIOUR	Date						
Name of pupil	Year						
1) Is attentive and has an interest in school							
Gives appropriate attention to the teacher	1	2	3	4	5	6	
Starts on tasks without undue delay	1	2	3	4	5	6	
Maintains task despite attempts at distraction by peers	1	2	3	4	5	6	
Can work without high levels of adult intervention	1	2	3	4	5	6	
Shows motivation to complete tasks	1	2	3	4	5	6	
Completes out of lessons assignments e.g homework	1	2	3	4	5	6	
Listens to and acts on verbal instructions	1	2	3	4	5	6	
Can work without distracting other pupils	1	2	3	4	5	6	
Shows pleasure in achieving good marks	1	2	3	4	5	6	
Is prepared to continue when work becomes difficult	1	2	3	4	5	6	
2) Has good learning organisation							
Can manage individual learning situations	1	2	3	4	5	6	
Shows pride in producing well presented work	1	2	3	4	5	6	
Works at a reasonable pace	1	2	3	4	5	6	
Has the necessary equipment for the lesson	1	2	3	4	5	6	
Asks permission to use items belonging to others	1	2	3	4	5	6	
Achieves deadlines	1	2	3	4	5	6	
Does not misplace books	1	2	3	4	5	6	
3) Is an effective communicator							
Communicates clearly and contributes to discussions	1	2	3	4	5	6	
Addresses staff and pupils appropriately	1	2	3	4	5	6	
Able to alter voice, pitch and tone appropriately	1	2	3	4	5	6	
Uses non-verbal signals e.g. eye contact	1	2	3	4	5	6	
Uses speech conventions – turn taking in conversation	1	2	3	4	5	6	
4) Works effectively in a group							
Co-operates in a group situation	1	2	3	4	5	6	
Works collaboratively with others	1	2	3	4	5	6	
Listens to and considers others' points of view	1	2	3	4	5	6	
Is able to accept a variety of roles in a group	1	2	3	4	5	6	
Can accept disappointment if not selected for a task	1	2	3	4	5	6	
Can sustain work when unsupervised by an adult	1	2	3	4	5	6	
5) Seeks help when necessary							
Seeks attention from adults appropriately	1	2	3	4	5	6	
Uses unstructured time appropriately	1	2	3	4	5	6	
Does not become disruptive if help not available	1	2	3	4	5	6	
Can wait for adult response without impatience or irritation	1	2	3	4	5	6	

CONDUCT BEHAVIOUR	Date					
Name of pupil	Year					
1) Behaves respectfully towards staff						
Is co-operative and responds positively towards staff		1	2	3	4	5 6
Listens and responds to verbal instructions		1	2	3	4	5 6
Is polite/restrained with teaching staff		1	2	3	4	5 6
Is polite/restrained with non-teaching staff		1	2	3	4	5 6
Adds to conversations at appropriate times		1	2	3	4	5 6
Allows other to view their opinions without interruptions		1	2	3	4	5 6
Understands and applies social distinction		1	2	3	4	5 6
Always responds honestly to situations		1	2	3	4	5 6
Can accept responsibility without denial		1	2	3	4	5 6
Apologises without reminder		1	2	3	4	5 6
2) Maintains appropriate relationship with pupils						
Treats all other pupils with respect		1	2	3	4	5 6
Is verbally passive and lacks prejudice		1	2	3	4	5 6
Can be trusted not to intimidate other pupils		1	2	3	4	5 6
Can relate to situations from another's point of view		1	2	3	4	5 6
Can cope with a large group of pupils		1	2	3	4	5 6
Does not seek to externalise blame		1	2	3	4	5 6
Can offer emotional support to others		1	2	3	4	5 6
3) Only interrupts and seeks attention appropriately						
Seeks teacher attention appropriately		1	2	3	4	5 6
Settles to tasks without avoidance behaviours		1	2	3	4	5 6
Allows peers to learn without disruption		1	2	3	4	5 6
Is self motivated requiring little adult input to complete tasks		1	2	3	4	5 6
Can wait for attention to be given		1	2	3	4	5 6
4) Is physically peaceable						
Controls emotions appropriately when faced with difficulties		1	2	3	4	5 6
Is passive at all times (verbal/physical) towards adults		1	2	3	4	5 6
Avoids conflict with others		1	2	3	4	5 6
Looks for solutions to problems and acts upon them		1	2	3	4	5 6
Controls emotional outbursts		1	2	3	4	5 6
Acts as a peacemaker when disputes arise between pupils		1	2	3	4	5 6
5) Respects Property						
Is able to take care of own property		1	2	3	4	5 6
Respects and cares for the property of others		1	2	3	4	5 6
Rejects vandalism and deliberate damage to property		1	2	3	4	5 6

EMOTIONAL BEHAVIOUR	Date						
Name of pupil	Year						
1) Has Empathy							
Indicates tolerance of others' views		1	2	3	4	5	6
Shows consideration of others' feelings		1	2	3	4	5	6
Reacts in an appropriate way to resolve situations		1	2	3	4	5	6
Displays emotions appropriate to the situation		1	2	3	4	5	6
Can accept discipline without argument		1	2	3	4	5	6
Behaves in a socially acceptable way in dining room		1	2	3	4	5	6
Behaves in a socially acceptable way on outings		1	2	3	4	5	6
2) Is socially aware		1	2	3	4	5	6
Indicates age-appropriate social interactions		1	2	3	4	5	6
Interacts appropriately with others of the same age		1	2	3	4	5	6
Indicates social inhibitions e.g. invasion of personal space		1	2	3	4	5	6
Interacts with others for the majority of the time		1	2	3	4	5	6
Actively participates in activities within the class		1	2	3	4	5	6
Is able to maintain friendships		1	2	3	4	5	6
3) Is happy		1	2	3	4	5	6
Has a positive outlook		1	2	3	4	5	6
Is able to participate and have fun with adults and peers		1	2	3	4	5	6
Has a sense of humour		1	2	3	4	5	6
Appears happy and content most of the time		1	2	3	4	5	6
4) Is confident		1	2	3	4	5	6
Is forthcoming in group situations		1	2	3	4	5	6
Is interested in undertaking new challenges		1	2	3	4	5	6
Can accept public praise		1	2	3	4	5	6
Has expectations of achieving success		1	2	3	4	5	6
Can risk failure		1	2	3	4	5	6
5) Is emotionally stable		1	2	3	4	5	6
Remains emotionally buoyant without extreme mood swings		1	2	3	4	5	6
Shows emotional resilience when upset or excited		1	2	3	4	5	6
Shows self-control and can manage own feelings		1	2	3	4	5	6
Is able to wait for gratification or recognition		1	2	3	4	5	6
Can own problems and locate internal solutions		1	2	3	4	5	6