

Behaviour Analysis 2018-2019

Total L3 Incidents

No. L3 Incidents	
Lower School	514
Upper School	141
Rainbow Rooms	714

Level 3 incidents include continuous violent behaviour, cyber bullying, damage to property, disability abuse or harassment, exposing self, physical assault against adult, physical assault against pupil, racial incidents, repeated incidents of bullying or intimidation, sexual orientation, sexual intimidation and stealing. Note, even minor assaults e.g. a smaller child pushing another child, are classed as a Level 3 behaviours as it cannot do ignored. As that child gets older and stronger, the behaviours will have a bigger, negative effect.

199/ 1171 incidents logged involved physical intervention

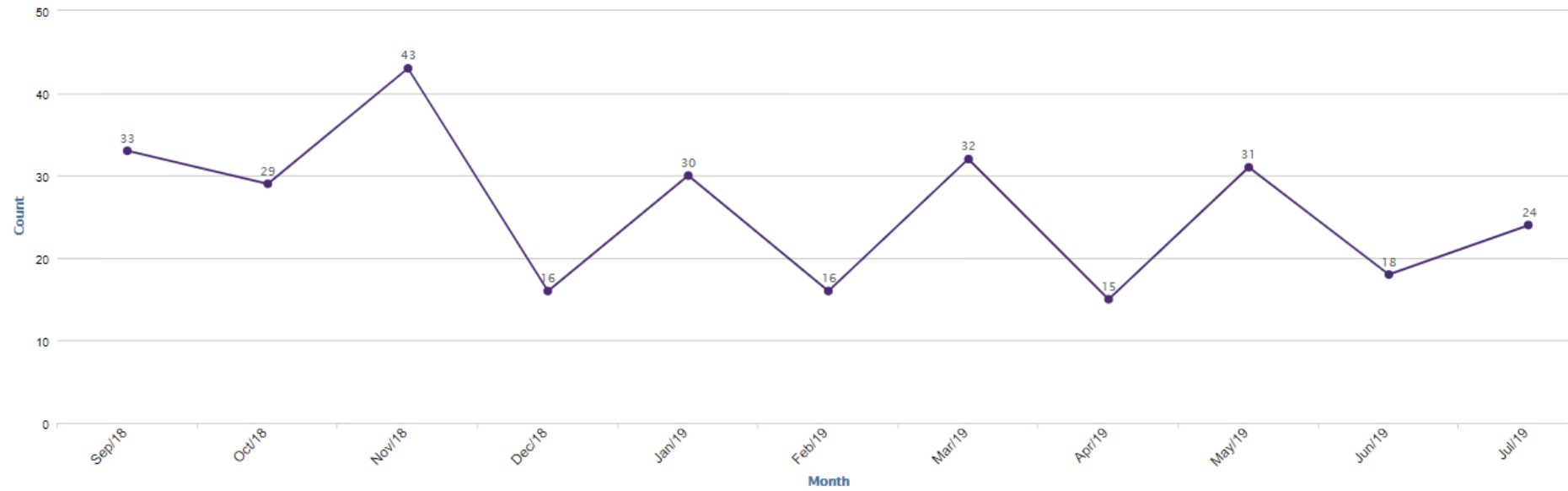
Level 3 Incidents Logged by Session

Behaviour type / Session	After School Club	Arrival - buses	Arrival via Parent	Assembly	Break	Leaving - buses	Lunch	Session 1	Session 2	Session 3	Trip	Row Totals
Column Totals	14	53	12	20	141	37	302	306	210	262	18	1375
L3 Continuous violent behaviour		10	4	2	12	1	30	52	27	26	3	167
L3 Cyber bullying					1							1
L3 Damage to property		4			4		14	8	6	11		47
L3 Disability Abuse or Harassment		1										1
L3 Exposing Self					2		3	2	1	3	1	12
L3 Physical assault against adult	3	29	6	11	45	24	86	168	107	121	9	609
L3 Physical assault against pupil	10	6	1	5	70	9	153	66	54	92	4	470

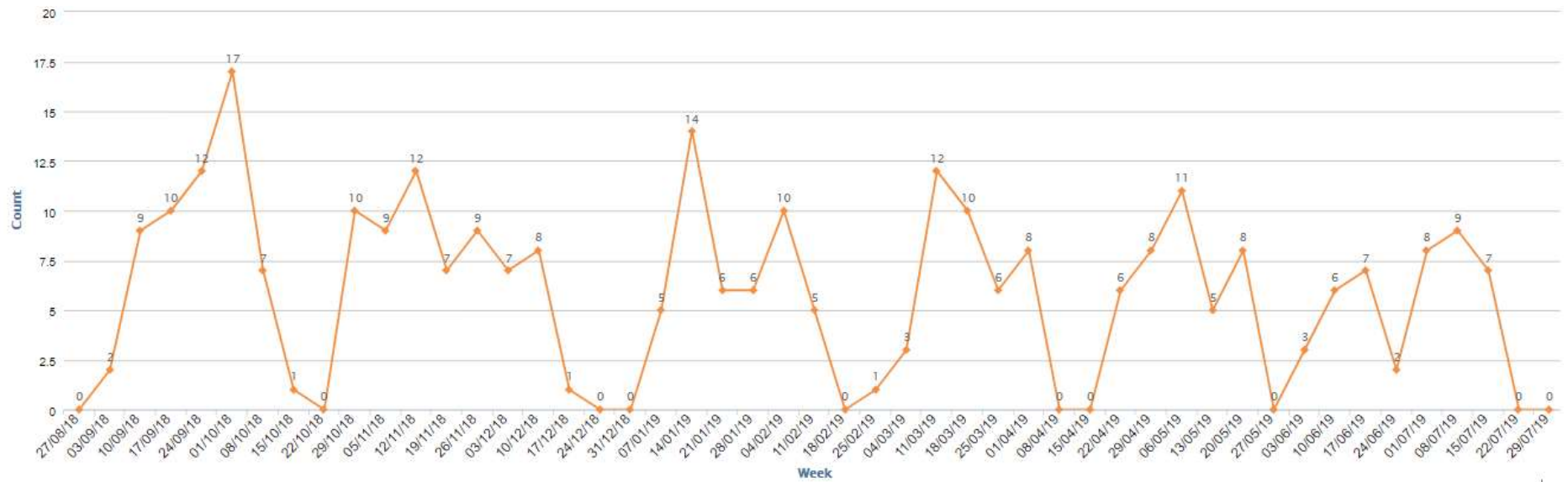
L3 Racial				1	2		4				1	8
L3 Repeated incidents of bullying or intimidation		2	1	1	3		6	2	5	5		25
L3 Sexual Orientation	1				1		3	1	5	1		12
L3 Sexual intimidation		1				1	3	7	4	3		19
L3 Stealing					1	2			1			4

Note: Some staff do not log session against a behaviour incident. If it is a prolonged, continuous behaviour then staff will log by session the incident started, (possibly why session 1 has a lot of incidents recorded).

Incidents Involving Physical Intervention by Month



Incidents Involving Physical Intervention by Week



Incidents Logged by Behaviour Type

Behaviour type	Count
Column Totals	2357
L1 Being oppositional	103
L1 Being Rude	41
L1 Disrupting others	59
L1 Leaving the classroom	6
L1 Minor bad language	24
L1 Name calling / verbal bullying	15
L1 Unsafe movement around the room/school	47
L1 Work avoidance	27
L2 Abusive or threatening behaviour	154
L2 Bad Language	11
L2 Continuously targeting an individual	60
L2 Destruction of own or other's work	3
L2 Meltdown	46
L2 Minor vandalism	20
L2 Persistent level 1 behaviour	76
L2 Refusal to follow instructions	121
L2 Refusal to work/ accept help from staff	22
L2 Self injury	16
L2 Spitting	13
L3 Continuous violent behaviour	199
L3 Cyber bullying	1
L3 Damage to property	48
L3 Disability Abuse or Harassment	1
L3 Exposing Self	15
L3 Physical assault against adult	655
L3 Physical assault against pupil	499
L3 Racial	8
L3 Repeated incidents of bullying or intimidation	29
L3 Sexual intimidation	20
L3 Sexual Orientation	14
L3 Stealing	4

Incidents (L1/2/3) Logged by Location

Session	Count
Column Totals	2194
After School Club	15
Arrival - buses	77
Arrival via Parent	22
Assembly	40
Break	216
Leaving - buses	61
Lunch	519
Session 1	474
Session 2	318
Session 3	418
Trip	34

Incidents (L3) Logged by Location

Session	Count
Column Totals	1375
After School Club	14
Arrival - buses	53
Arrival via Parent	12
Assembly	20
Break	141
Leaving - buses	37
Lunch	302
Session 1	306
Session 2	210
Session 3	262
Trip	18

Points to consider:

- Please note that level 3 – physical assault against adult and pupil are all logged regardless of force used, age or size of student. This is because these behaviours need to be taken seriously, highlighted to staff and addressed so that strategies can be put into place to reduce these behaviour, especially as the student gets older.
- Behaviour logs can be very time consuming – do all behaviours need to be logged? Or only serious incidents?
- The cohort of students coming through the school are changing annually – is the data then comparable? E.G Can you see a reduction in behaviour across the years if the need of the child is changing?
- All staff are now up to date with TT training, (accept new staff who have started since Oct 2019). IRIS training was delivered to TAs in Oct 2019. IRIS reports are a lot more meaningful and useful.
- There are racial reports logged. However, by reading recent reports, it is evident that the staff member has selected the wrong behaviour type, (no reference to anything racial), or that pupils' have made racial references without the understanding of what the word means. These incidents needs following up with individuals to educate them about their use of vocabulary and should be recorded on IRIS as a follow up.
- The type of child we are getting into school are changing – more specialised ASD training needed?
- Workload for behaviour lead is only getting bigger and unmanageable, (especially being over a split site). We need to look at dividing the responsibility up so that there is a lead in Lower School, Upper School, Rainbow Rooms and St. George's.
- Potential for a behaviour lead who is charge of debrief and reflection, particularly after serious incidents. This applies to both staff and pupils for debrief and reflection.
- More SEMH students coming into school – we need to be looking at nurture groups for these students with an alternative curriculum
- STEPS is being introduced in Peterborough with a more holistic approach for managing behaviour.
- Fewer PCC reports, (see below). This shows a reduction in injury as a result of behaviour. Staff are better trained? Safe handling? Improved de-escalation? (Data taken 12.11.19)

