

BEHAVIOUR AND VULNERABILITY PROFILE TOOL



What is the Behaviour and Vulnerability Profile Tool?

The Behaviour and Vulnerability Profile Tool is a simple to use means of **identifying, prioritising and tracking vulnerable pupils**. It can be used to inform priorities and provision planning to support individuals and groups.

The BVPT is a valuable contribution to pupil progress tracking systems and safeguarding. In addition, it provides essential documentary evidence for Ofsted by informing school self-evaluation.

How Do I Use the Tool?

The Tool is comprised of a **Behaviour Audit** and a **Vulnerability Profile**. The Behaviour Audit category supports the interpretation of the Vulnerability Profile.

1. Use the **Behaviour Audit** (page 4) with all pupils within the selected focus group, e.g. whole school, whole class, year group, department. Place the pupils in a 'best fit' category.
2. Identify 'best fit' scores against the **Vulnerability Indicators** (pages 5 – 7)
3. The **Data Collection Proforma** (page 8) can be used to record scores. The accompanying **Excel spreadsheet** will calculate totals automatically, colour-coding levels of concern: Green (0 – 4), Amber (5 – 10) and Red (11 and above) (**Figure 1**). The spreadsheet is versatile and can also be used to identify vulnerable groups. (Please see *Monitoring and Tracking Guidance*, below.)

Figure 1

| 5 | General Information | | | | | | Behaviour and Vulnerability Data | | | | | | | | | | |
|----|---------------------|---------------|---------------|------------|--------|-----------|----------------------------------|--------------------|-----------------------|------------|------------|----------------------------|----------|----------------------|-------------------------|---------------|-------|
| 6 | Pupil Name | Pupil Surname | Date of Birth | Year Group | Gender | Ethnicity | Behaviour Audit Category | Social Development | Emotional Development | Attendance | Attainment | SEN including disabilities | Mobility | Family Circumstances | Home/School Partnership | Other Factors | TOTAL |
| 7 | Alistair | Smith | 11/11/03 | Y5 | Male | White | A | 1 | 2 | 1 | 3 | 2 | 0 | 3 | 1 | 1 | 14 |
| 8 | Brian | Taylor | 12/11/03 | Y5 | Male | White | B | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 4 |
| 9 | Colin | Jones | 13/11/03 | Y5 | Male | White | C | 1 | 2 | 1 | 3 | 2 | 0 | 3 | 1 | 1 | 14 |
| 10 | Deidre | Woodford | 14/11/03 | Y5 | Female | White | E | 1 | 2 | 1 | 3 | 2 | 0 | 3 | 1 | 1 | 14 |
| 11 | Alan | Woods | 15/11/03 | Y5 | Male | White | A | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 7 |
| 12 | Fiona | Woods | 16/11/03 | Y5 | Female | White | B | 1 | 2 | 1 | 0 | 1 | 0 | 3 | 1 | 1 | 10 |

Individual Profiles

Individual profiles can be presented visually using the **Excel Spreadsheet**:

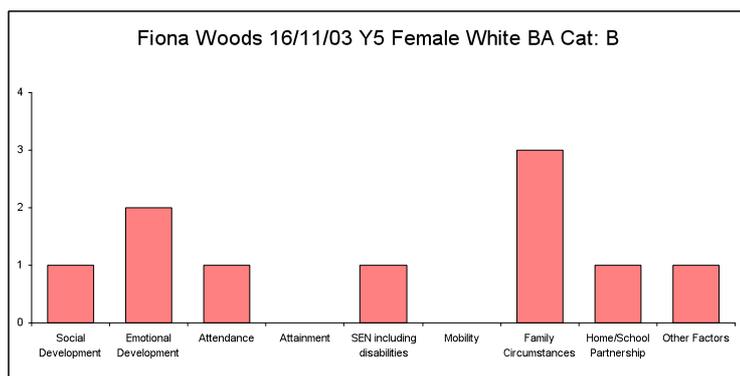
1. On the **Profile Page**, click the dropdown menu arrow next to **Pupil Surname** and highlight the individual's name. (**Figure 2**)
2. If more than one pupil has the same surname, click the dropdown menu arrow alongside **Pupil Name** to narrow the selection. (**Figure 2**)

Figure 2

| 6 | Pupil Name | Pupil Surname |
|----|------------|---------------|
| 7 | Alistair | Smith |
| 8 | Brian | Taylor |
| 9 | Colin | Jones |
| 10 | Deidre | Woodford |
| 11 | Alan | Woods |
| 12 | Fiona | Woods |

- To present the pupil profile as a bar chart, click the **Individual Chart** tab at the bottom of the page (Figure 3). The chart can be copied and pasted onto Word Documents.

Figure 3



- To return to the full pupil list on the **Profile Page**, click the dropdown menu arrows beside **Pupil Name** and **Pupil Surname** and select **All**.

Figure 4

| | Pupil Name | Pupil Surname |
|-----|------------|-----------------------------------|
| 6 | | |
| 12 | Fiona | Sort Ascending Sort Descending |
| 207 | | |
| 208 | | (All) |
| 209 | | (Top 10...) (Custom...) |
| 210 | | Woods |

Monitoring and Tracking Guidance

The Behaviour and Vulnerability Profile Tool can be used to:

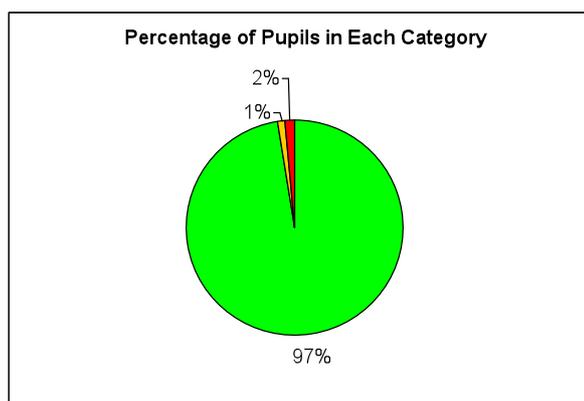
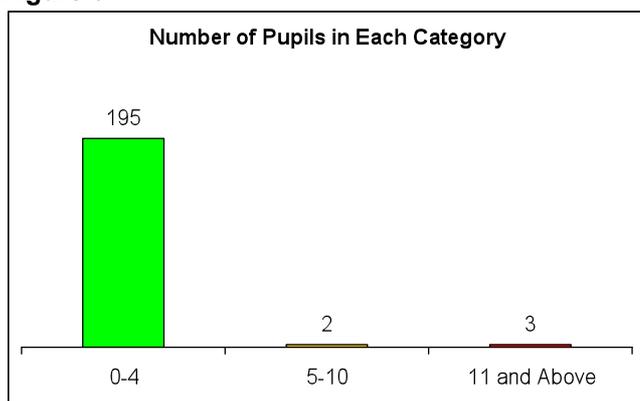
- **prioritise pupils** across the education setting, departments, year groups or classes.
- contribute to an **analysis of progress** made by different groups. Groups can be identified by selecting the relevant criteria on the dropdown menus located in the headings. For example, **Figure 5** shows Year 5 pupils at School Action (note the arrow within 'SEN including disabilities' has become blue, signifying a filter is turned on). To return to *All* pupils, click on any down arrow that is blue and select All.

Figure 5

| | General Information | | | | | | Behaviour and Vulnerability Data | | | | | | | | | | |
|----|---------------------|---------------|---------------|------------|--------|-----------|----------------------------------|--------------------|-----------------------|------------|------------|----------------------------|----------|----------------------|-------------------------|---------------|-------|
| | Pupil Name | Pupil Surname | Date of Birth | Year Group | Gender | Ethnicity | Behaviour Audit Category | Social Development | Emotional Development | Attendance | Attainment | SEN including disabilities | Mobility | Family Circumstances | Home/School Partnership | Other Factors | TOTAL |
| 6 | | | DD/MM/Y | | | | | | | | | | | | | | |
| 7 | Alistair | Smith | 11/11/03 | Y5 | Male | White | A | 1 | 2 | 1 | 3 | 2 | 0 | 3 | 1 | 1 | 14 |
| 9 | Colin | Jones | 13/11/03 | Y5 | Male | White | C | 1 | 2 | 1 | 3 | 2 | 0 | 3 | 1 | 1 | 14 |
| 10 | Deidre | Woodford | 14/11/03 | Y5 | Female | White | E | 1 | 2 | 1 | 3 | 2 | 0 | 3 | 1 | 1 | 14 |

- **identify families** in need of support.
- improve **transition** and **transfer** information and arrangements.
- **identify pupils** the three levels of concern (ie green, amber, red) by customising the criteria in the dropdown menu under 'Total'
- calculate the **percentages** and **numbers** of pupils in these categories (Figure 6). Please refer to the '**Remember**' instructions on the Summary Chart page of the Excel spreadsheet to ensure accuracy and avoid corrupting the spreadsheet.
- measure the impact of interventions. Termly reviews are recommended.

Figure 6



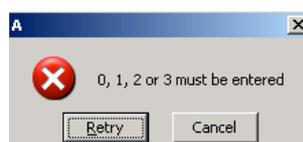
Technical Guidance

IMPORTANT: Make a backup copy of the Excel Spreadsheet before inputting data. This will ensure that a fully functioning copy is retained in case of inadvertent corruption.

- **Always** start with a fresh Excel Spreadsheet.
- The **total column** must be allowed to calculate totals automatically. *Do not* input numbers or clear totals as the calculation formula will be corrupted.
- When entering the information on the Pupil Profile page, enter a Y before the year number (eg Y5) as this will show on the individual chart. Columns H to Q have drop down lists that can be selected or alternatively figures can be typed in.

| | General Information | | | | | | Behaviour and Vulnerability Data | | | | | | | | | | |
|---|---------------------|---------------|---------------|------------|--------|-----------|----------------------------------|--------------------|-----------------------|------------|------------|----------------------------|----------|----------------------|-------------------------|---------------|-------|
| | Pupil Name | Pupil Surname | Date of Birth | Year Group | Gender | Ethnicity | Behaviour Audit Category | Social Development | Emotional Development | Attendance | Attainment | SEN including disabilities | Mobility | Family Circumstances | Home/School Partnership | Other Factors | TOTAL |
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| 7 | Brian | Taylor | 12/11/03 | Y5 | Male | White | B | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 4 |
| 8 | Colin | Jones | 13/11/03 | Y5 | Male | White | C | 1 | 2 | 1 | 3 | 2 | 0 | 3 | 1 | 1 | 14 |
| 9 | Deidre | Woodford | 14/11/03 | Y5 | Female | White | E | 1 | 2 | 1 | 3 | 2 | 0 | 3 | 1 | 1 | 14 |

If a figure is typed in that is incorrect for that heading, an error message will appear stating the choice of figures available for that section.



- To produce accurate **Summary Charts**, please refer to the **Remember** instructions on the bottom of the Summary Charts page. *Do not* delete the blank rows on the Profile Page as this will delete the formula.
- Remember that the Individual Chart is automatically created when an individual pupil is selected on the Pupil Profile tab. *Do not* add or amend writing on the **Individual Chart** as this will corrupt all subsequent charts. Instead, copy and paste the Individual Chart onto a Word Document to make amendments
- **Avoid cutting and pasting** information onto the Behaviour and Vulnerability section of the Profile Page, as this can corrupt the drop-down list.
- Please note that column G is hidden on the Spreadsheet. This is because it contains the heading 'BA Cat:', which will appear on individual profiles.

Behaviour Audit

Behaviour is the *presentation* of social and emotional needs. The behaviour could present in structured and/or unstructured times.

| Date: | Class: | Completed by: |
|--|---|--|
| <p style="text-align: center;"><u>Category A</u></p> <p>Copes well in school. Fully engages in normal interactions and activities in and out of the classroom. Generally responds to normal expectations and consequences. Limited low-level disruption occurs rarely/never.</p> | <p style="text-align: center;"><u>Category B</u></p> <p><u>Externalising:</u> Occasional low-level disruptive behaviour, non-compliance and/or unpredictability. <u>Internalising:</u> Quiet/passive. Does not always engage fully. Occasional off-task behaviour and unpredictable responses.</p> | |
| | | |
| <p style="text-align: center;"><u>Category C</u></p> <p><u>Externalising:</u> Regular low-level disruptive behaviour and non-compliance. Off-task behaviour and emotional outbursts.</p> <p><u>Internalising:</u> Regularly presents as anxious and uncommunicative. Some off-task behaviour and inappropriate responses to situations.</p> <p>Formal communication with parents. Behaviour targets in place.</p> | <p style="text-align: center;"><u>Category D</u></p> <p><u>Externalising:</u> Persistent disruptive behaviour. Repeated non-compliance. Emotional or physical retaliation.</p> <p>Prior record of exclusions. Internal exclusions in current school.</p> <p><u>Internalising:</u> Needs a high level of reassurance, or is emotionally detached and avoidant. Often off-task. Heightened responses to situations.</p> <p>Individual support plans in place.</p> | <p style="text-align: center;"><u>Category E</u></p> <p><u>Externalising:</u> Frequently non-compliant including physical withdrawal/running out of lessons. Verbal/physical aggression and high risk behaviour.</p> <p>Fixed-term exclusions in current school.</p> <p><u>Internalising:</u> Levels of anxiety are heightened and interfere with learning. Frequently anxious/isolated/withdrawn.</p> |
| | | |

Vulnerability Indicators

Social Development

Social development includes interactions with others and participation in peer group. It is concerned with the development of relationships with adults and peers and the adoption of a moral code.

| Score | Descriptors |
|-------|--|
| 0 | Social development normal for chronological age. |
| 1 | Low-level difficulties with relationships which indicate that social development is not age-appropriate. E.g. Difficulties sharing, turn-taking, following rules, etc. |
| 2 | Significant difficulties with relationships. E.g. Increasing difficulties sustaining friendships and being accepted in peer group. Inconsistent responses to key adult(s). |
| 3 | Extreme difficulties with relationships. E.g. Lack of trust/ underdeveloped social skills/reactions in social situations can be extreme. |

Emotional Development

Emotional Development includes personal traits such as self-awareness and self-esteem. It is concerned with the demonstration of feelings and emotions that are appropriate for a child's chronological age and the situation in which they occur. The appropriate development of feelings and emotions allows children to enter into reciprocal emotional relationships.

| Score | Descriptors |
|-------|--|
| 0 | Emotional development normal for chronological age. |
| 1 | Low-level difficulties taking responsibility for actions and learning, which indicate that emotional development is not age-appropriate. E.g. Needs encouragement/reminders. Some difficulty identifying and expressing own feelings (underdeveloped self-awareness). |
| 2 | Disproportionate emotional responses. E.g. Demands/needs regular attention or reassurance from adults. Significant difficulty identifying and expressing own feelings. Demonstrations of care and concern for others not age-appropriate and has an unrealistic sense of self. |
| 3 | Extreme difficulties in recognising, expressing, and controlling emotional state. E.g. Does not invest emotionally in relationships with peers or adults. Displays an absence of empathy and remorse. |

Attendance

| Score | Attendance Rate (includes authorised and unauthorised absence) |
|-------|--|
| 0 | 95% - 100% |
| 1 | 90% - 94% |
| 2 | 80% - 89%: Might also be late on a regular basis. |
| 3 | Below 80%: Might also be late on a regular basis. |

Attainment

| Score | Descriptors |
|-------|--|
| 0 | At expectation or above as indicated by teacher assessment and/or pupil tracking. |
| 2 | Inconsistent achievement, ranging from expected and below, as indicated by teacher assessment and/or pupil tracking. |
| 3 | Consistently below expectation, as indicated by teacher assessment and/or pupil tracking. |

SEN including Disabilities

| Score | Descriptors |
|-------|--|
| 0 | None |
| 1 | 'N' category in SIMS. Previously School Action or School Action Plus. Identified disability. |
| 2 | School Action |
| 3 | School Entry Plan. School Action Plus/Statemented. |

Mobility

| Score | Descriptors |
|-------|---|
| 0 | No change of school during the previous three years. |
| 1 | One change of school in the previous three years. |
| 3 | More than one change of school in the previous three years. |

NB: 'Change of school' includes end of year transfers to primary, middle or secondary as expected. Transfer years are potential stress points for children.

Family Circumstances

| Score | Descriptors |
|-------|--|
| 0 | Home setting/s presents as stable. Known or suspected. |
| 1 | Low-level stress in home setting/s. Known or suspected. E.g. relationship problems, short-term illness, economic difficulties, parental absence, indications of neglect. |
| 2 | Significant level of stress in home setting/s. E.g. Known or suspected family criminal involvement, substance misuse, relationship problems, suspected attachment issues, long-term illness, loss and bereavement, domestic abuse. |
| 3 | High and/or sustained level of stress in home setting/s. E.g. Involvement of Social Care within the previous two years and/or a number of factors from above. |
| 4 | Accommodated, Care Order or Child in Care. |

Home/School Partnership

| Score | Descriptors |
|-------|--|
| 0 | Homework, including reading, and other expectations are in line with home/school agreement. |
| 1 | Erratic or a lack of support from home or parental request for homework/support exceeds that deemed appropriate by the school. Parental and school views of the needs of the child are mismatched. |
| 3 | Involvement either poor or constant. The mismatched views between home and school around the needs of the child are such that working relationships are difficult, possibly requiring mediation or intervention from other services. |

Other Factors

This category can be adapted for a particular need in your school, for example pupils with English as an Additional Language, the long-term absence or resignation of the pupil's Class Teacher or key worker, etc.

| Score | Descriptors |
|-------|-------------------------------|
| 0 | No other significant factors. |
| 1 | |
| 2 | |

The following people contributed to the creation of the Behaviour and Vulnerability Profile Tool:
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