

Behaviour Assessment Matrix

The behaviour assessment matrix is intended to help guide a school's response to a behaviour incident between pupils and to be used prior to referring to the quick reference guide. It is intended as a supporting resource and does not replace decisions based on professional judgment and experience or schools' current policies and processes.

Most behaviour incidents can be appropriately responded to by pupils themselves, or by classroom or duty teachers. This behaviour assessment matrix is intended only for incidents where a higher level of response is appropriate.

Incident Details

Brief description of what happened:

Date:

Assessment completed by:

Important Considerations

- Your initial assessment may change (eg **ORANGE** to **RED**) as new information comes to light.
- You may decide to assess an incident as **RED** for reasons other than those stated here. Please note these below if this is the case.
- Pupil's vulnerability may be influenced by factors such as mental health, disability, or lack of a social support group.

Comments

(record any other mitigating or aggravating factors that have contributed to your assessment here)

Sample behaviour incident assessments

MODERATE (YELLOW):

A pupil (the initiator) makes inappropriate and derogatory remarks to another student (target) based on his / her ethnicity. A group of children are watching (bystanders). One or two similar incidents involving the same children have occurred over the past few weeks and the target child has received a few negative text messages. The target child is confident and assertive. He / she has told the initiator that his / her behaviour is disrespectful and inappropriate and has reported all the incidents to his / her class teacher.

Assessment rating:

Frequency	2	Has happened previously and is likely to be replicated
Impact	1	Pupil is confident and able to cope well with peer / teacher support
Severity	1	Comments, although offensive, does not contain threats
Total	4	Moderate: Action – implement school anti-bullying policy.

MAJOR (ORANGE):

A pupil (the initiator) makes inappropriate and derogatory remarks to another child (target) based on his / her ethnicity. A group of children are watching (bystanders). One or two similar incidents involving the same pupils have occurred over the past few weeks and the target child has received a few negative text messages. The target child is a migrant and is new to the community and to the school. He / she has not yet developed a strong peer network and is quite isolated. The remarks are particularly hurtful and intimidating and the student is feeling threatened and unsafe at school.

Assessment rating:

Frequency	2	Has happened on a few occasions and is likely to be replicated
Impact	3	Pupil is vulnerable
Severity	1	Comments are intended to intimidate
Total	6	Major: Action – implement school anti-bullying policy and consider whether external support is needed.

SEVERE (RED):

A pupil (the initiator) makes inappropriate remarks to another child (target) based on his / her ethnicity and pushes him / her to the ground while continuing to threaten and verbally abuse him / her. There is a group of children watching (bystanders). Several similar incidents involving the same children have occurred over the past few weeks and the target child has received text messages. As a result of the fear of further incidents, the pupil's (target) school attendance has dropped and he / she feels very unsafe when at school.

Assessment rating:

Frequency	3	Has happened on several occasions and is being replicated
Impact	2	Pupil is fearful of further incidents and attendance is being affected
Severity	2	Comments intimidating and combined with physical aggression
Total	7	Severe: Action – implement school anti-bullying policy and engage external support.

Note: These examples are intended only as a guide. The individual circumstances of behaviour incidents will vary. Incidents that appear similar may differ in their impact and seriousness. Negative social / relational behaviour can result in just as much emotional and psychological harm to the target as negative physical behaviour.

Behaviour Assessment Matrix

Instructions

Circle a number (1-3) for severity, impact and frequency.

Add ratings to obtain a total score. Give the incident a red, orange or yellow rating as follows:

- total score of 3 – 5, rate incident **YELLOW**
- total score of 6 – 7, rate incident **ORANGE**
- total score of 8 – 9, rate incident **RED**

If any domain (severity, impact, or frequency) has been scored a '3' rate the incident as **RED**.

Factors which may **DECREASE** impact:

- target is resilient and able to manage situation with minimal support
- incident is unlikely to recur or be replicated via digital technology
- initiator willing to cease behaviour

Factors which may **INCREASE** impact:

- vulnerable target, likely to require significant support
- significant physical and / or psychological or emotional impact on target
- significant impact on other students and the wider school community
- incident replicated or prolonged using digital technology
- similar incident has occurred before (same target and / or initiator)
- incident involves inappropriate sexual behaviour or physical violence
- marked size or age difference between target and initiator

Severity

1. moderate

eg, physical threats or harm, intimidation, social exclusions (no sexual element)

2. major

eg, some physical threats or harm, intimidation, sexual statements or threats

3. severe

physical harm requiring medical attention, sexual threats or inappropriate sexualised behaviour, statements that may incite suicide

Impact

1. moderate

target likely to cope well and require minimal/short-term support

2. major

target likely to cope well with a period of additional school-based support

3. severe

target vulnerable and/or likely to need ongoing or intensive support from school and/or specialist support

Frequency

1. moderate

has never or rarely occurred before and is very unlikely to recur or be digitally replicated

2. major

similar incidents have occurred fewer than 3 times and/or are likely to recur or be digitally replicated

3. severe

Similar incidents have occurred 3 or more times and/or are very likely to recur or be digitally replicated

Assessment Total:

Are any of the domains scored '3'?
YES / NO

(if yes, code the incident **RED**)

Rating (please circle)

YELLOW
moderate

ORANGE
major

RED
severe

Responding to Behaviour Incidents between Pupils

Quick Reference Guide

Rating	What the behaviour looks like...	Response / action needed
<p>Severe</p> <p>School should seek external advice and support</p>	<p>Severe behaviour incidents (RED) are likely to:</p> <ul style="list-style-type: none"> involve physical or psychological harm requiring medical and / or mental health attention involve serious sexual threats or any inappropriate sexualised behaviour be part of a series of bullying incidents be very likely to recur and / or be replicated through digital technology <p>The target is likely to be:</p> <ul style="list-style-type: none"> particularly vulnerable and / or likely to require intensive, on-going school-based or specialist support <p>The initiator is likely to be:</p> <ul style="list-style-type: none"> vulnerable and require intensive follow-up <p>Note: there may be other aggravating factors that have led to the incident being rated RED</p>	<ul style="list-style-type: none"> reassure students that they have done the right thing by reporting the incident activate your school bullying policy and processes for responding to incidents engage your Governing Body and parents/carers early contact your school health professional if you have concerns about a child who is particularly troubled by bullying, e.g mental health assessment refer incident to the Police – call 101 or your local Police station for advice contact Starting Point if you have concerns about possible neglect or abuse report of incident is recorded and followed up according to school's policies and processes
<p>Major</p> <p>School may need to seek advice or support</p>	<p>Major behaviour incidents (ORANGE) are likely to :</p> <ul style="list-style-type: none"> involve physical threats and harm, and/or intimidation involve some inappropriate sexual statements or threats have occurred previously and be likely to recur or be replicated through digital technology <p>The target is likely to:</p> <ul style="list-style-type: none"> have the resilience to cope with a period of additional school-based support in place <p>Note: there may be other aggravating or mitigating factors that have led to the incident being assessed as ORANGE</p>	<ul style="list-style-type: none"> reassure pupils that they have done the right thing by reporting the incident activate your school anti-bullying policy and processes for responding to incidents engage your Governing Body and parents/carers early contact other agencies for advice if you are uncertain whether or not they should be involved contact your school health professional if you have concerns about a child who is particularly troubled by bullying, e.g mental health assessment report of incident is recorded and followed up according to school's policies and processes
<p>Moderate</p> <p>School can manage response internally</p>	<p>Moderate behaviour incidents rated (YELLOW) are likely to:</p> <ul style="list-style-type: none"> involve minor physical threats or harm, intimidation, or social exclusion have no inappropriate sexual element have never or rarely occurred before be very unlikely to recur or be digitally replicated <p>The target is likely to be:</p> <ul style="list-style-type: none"> resilient and able to cope well with minimal/short-term school-based support 	<ul style="list-style-type: none"> reassure pupils they have done the right thing by reporting the incident activate your school's anti-bullying policy and processes for responding to incidents engage your Governing Body and parents/carers early report of incident is recorded and followed up according to school's policies and processes
<p>Mild</p> <p>Student can respond appropriately</p>	<p>Relational conflicts rated (GREEN) are likely to:</p> <ul style="list-style-type: none"> involve mild physical threats or harm, intimidation, or social exclusion have no inappropriate sexual element have never or rarely occurred before be very unlikely to recur or be digitally replicated <p>The target is likely to be:</p> <ul style="list-style-type: none"> resilient and able to cope with peer support 	<ul style="list-style-type: none"> pupil knows strategies and can respond appropriately peer support and /or minimal adult intervention may be needed i.e. Restorative Meeting pupil knows how to report, and is reassured that they have done the right thing report of incident is recorded and followed up according to school's policies and processes