Appendix 3





# LONDON BOROUGH OF ENFIELD SWERRL Team (Primary Behaviour Support Service)

# Baseline and Review Assessment Questionnaire (BRAQ)

for Individual Pupil Requests for Involvement

PUPIL:	
SCHOOL:	
Section 1 & 2-	Name and designation:
completed by:	
Section 3- completed	Name:
by class teacher:	
Section 4- completed	Name:
by Headteacher:	

BASELINES

# **Date Completed:**

## **SECTION 1: Presentational Concerns**

Indicate your reasons for making this Request for Involvement. Would you describe the pupil's behaviour as: (tick any that are appropriate)

- A risk to themselves e.g. running out of school, putting themselves in danger...
- □ Physically hurtful to others
- Aggressive e.g. threatening, verbally or intimidating of others...
- Destructive e.g. destroying property...

Disorderly during unstructured times: e.g. interrupting others' play, running around inappropriately...

- Disruptive during learning e.g. calling out, talking over...
- Unco-operative e.g. refusing to follow instructions...
- □ Verbally disrespectful e.g. swearing, saying hurtful things...
- Resulting in them going missing e.g. leaving the classroom, hiding...
- **Withdrawn or withholding** e.g. not engaging, emotionally vacant, refusing to speak...

Identify **up to** 3 specific behaviours that give rise to most concern. Be as specific as you can about the observed behaviour.

Priority presenting behaviour 1:													
Rate your level of concern		0 Lowes	1 st con	2 cern	3	4	5	6	7	8	9 Highes	10 st conce	rn
Describe the behaviour that concerns you and who is affected by it.													
When and where does it typically occur? How frequently and to what severity?													
What strategy are the staff currently using in response and describe the pupil's reaction													

Priority presenting behaviour 2:													
Rate your level of concern		0	1	2	3	4	5	6	7	8	9	10	
-		Lowes	t con	cern							Highe	st concern	
Describe the behaviour that													
concerns you and who is													
affected by it.													
MA an an load and do a '													
When and where does it													
typically occur?													
How frequently and to what													
severity?													
What strategy are the staff													
currently using in response													
and describe the pupil's													
reaction													

Priority presenting behaviour 3:								
Rate your level of concern	0 1 2 3 4 5 6 7 8 9 10 Lowest concern Highest concern							
Describe the behaviour that concerns you and who is affected by it.								
When and where does it typically occur? How frequently and to what severity?								
What strategy are the staff currently using in response and describe the pupil's reaction								

## **SECTION 2: SWERRL Rating Scales**

In considering any behavioural concerns, the team will be mindful of the pupil's underlying social, emotional and mental health difficulties. Therefore, thought will be given to **S**trengthening aspects of the pupils **W**ell-being, **E**motional health, **R**elationships and **R**eadiness for Learning.

On a scale of 0 to 10 where: **0 = The worst it could possibly be** and **10 = The best it could possibly be** Please rate the pupil currently in the following areas:

#### WELL-BEING

Negative Indicators	Positive Indicators							
Pupil's mood is unpredictable	Pupil appears predominantly happy and							
	appreciative							
Pupil has negative view of themselves and/or	Pupil has positive self-regard							
over-compensates with bravado								
Pupil copes well with adversity	Pupil seems ill-equipped to deal with challenge							
0 1 2 3 4	5 6 7 8 9 10 Bast							
Worst	Best							

Please describe any strengths and concerns that have informed your rating choice:

#### **EMOTIONAL HEALTH**

Negative Indicators	Positive Indicators						
Pupil is unable to name their feelings	Pupil can express their feelings in words						
Pupil is impulsive and unpredictable in their responses to different situations	Pupil can regulate their stronger feelings						
Pupil's angry feelings are often externalised through aggressive behaviours	Pupil can be empathic and is able to read other's emotions						

0 Worst	1	2	3	4	5	6	7	8	9	10 Best	
Please describ	oe anv	strenath	is and co	oncerns	that hav	e inform	ed vour	rating cl	noice:		

#### **RELATIONSHIPS**

Ρ

Negative Indicators						Positive Indicators							
Pupil is isolated and lacks a sense of						oil relates	s well to	adults a	nd peer	s, and can			
belonging						ommoda	ate the n	eeds of	others				
Pupil is frequently in conflict with peers						oil mainta	ains con	sistent fi	iendshi	ps			
Pupil can seem to reject positive interaction from adults and may react negatively to praise					Pupil is equally confident in their independence as in their ability to engage collaboratively.								
0 Worst	1	2	3	4	5	6	7	8	9	10 Best			
Please descr	ibe any	strength	s and co	oncerns that	at have	e informe	ed your i	rating ch	oice:				

# **READINESS FOR LEARNING**

Negative Indicators	Positive Indicators						
Pupil lacks engagement and shows limited	Pupil is motivated and open minded with a						
interest	growth mindset						
Pupil is easily distracted and can demonstrate	Pupil listens well and responds to instructions						
disruptive, attention seeking behaviour							
Pupil is anxious about succeeding and is	Pupil sustains concentration and can						
reluctant to attempt unfamiliar material	persevere						

	0 Worst	1	2	3	4	5	6	7	8	9	10 Best
Pleas	e descri	be any	strength	ns and c	oncerns	that hav	e inform	ed your	rating cl	hoice:	

#### Describe any additional concerns you might have about this pupil

e.g. general health concerns, lack of sleep, etc...

#### SECTION 3: TEACHER MANAGEMENT OF PUPIL This Section should be completed by the pupil's class teacher

<ol> <li>How positive is your relationship with this pupil, currently?</li> </ol>	0 1 Absolutely negation Your comments: with the pupil)		<b>3</b> ease id	<b>4</b> entify v	<b>5</b> vho in s	6 school y	7 you bel			10 ectly positive best relationship
2. How accurately have you been able to assess this pupil's academic capabilities?	0 1 Not at all Your comments:	2	3	4	5	6	7	8	9 C	10 Completely
3. How well do you feel you have been able to assess this pupil's social and emotional needs?	0 1 Not at all Your comments:	2	3	4	5	6	7	8	9	10 Perfectly
4. How successfully are you are able to support this pupil's achievement in class?	0 1 Not at all Your comments:	2	3	4	5	6	7	8	9	<b>10</b> Totally
5. How well has it been possible	0 1	2	3	4	5	6	7	8	9	10

SWERRL Team (Primary Behaviour Support Service) Feb 2020

	to identify triggers to this pupil's challenging behaviour?	Not at all Totally Your comments:
6.	How successfully have school staff been able to calm the pupil if their behaviour escalates?	0       1       2       3       4       5       6       7       8       9       10         Not at all       Consistently         Your comments:       (Please identify any successful strategies that have been used)
7.	How frequently are you able to praise and reward this pupil?	0 1 2 3 4 5 6 7 8 9 10 Not at all With consistent frequency Your comments: (Please specify what positive reinforcement you use and what achievements are reinforced)
8.	How successful has the current 'behaviour management plan' been for this pupil?	0       1       2       3       4       5       6       7       8       9       10         Not at all       Completely         Your comments: (Please comment factually on the development and effectiveness of any school arrangements to manage this pupil's behaviour)
9.	What small step of change would you need to see to feel this pupil could be more successfully included in your classroom?	Your comments:
10	Do you feel this pupil's presentation has impacted on your own sense of wellbeing? In what ways?	Your comments:

# This Section of the form must be completed with input from the Headteacher with the necessary overview of the school position:

How far from permanent exclusion would you rate this pupil currently?

#### **RISK OF EXCLUSION RATING**

*Please n	ote the	particu	ılar natı	ure of th	nis scale	i.e. 0	= most	at risk	10 = le	east at risk
0	1	2	3	4	5	6	7	8	9	10
Extreme			Moderate					Minimal		
risk of PEx			risk of PEx						r	isk of PEx
Please desc	ribe an	y streng	gths an	d conce	erns that	have ir	nformed	l your ra	ting ch	oice:
								•	•	

How do you hope that the SWERRL team could contribute to your management of this challenging situation?