

Early Prognosis - Guidance

Early prognosis provides a swift check on potential reasons behind the described behaviour when a child's needs are not being met by policy. Analyse each of the components below within the context of the described behaviour – seek views from the child, other members of staff, other professionals and parents/carers who may have information to add.

The behaviour

What is the described behaviour?

An unemotional, non-judgemental, accurate description, including the severity and frequency.
What do you see? What do you hear?

Pupil voice

Pupil voice means a commitment to listening to the views, wishes and experiences of all children and young people.

Involving the child in decision making can create meaningful change and better outcomes. It places value on what the child tells staff about their experiences.

- How does the pupil describe their current experience?
- How does the pupil describe their behaviour / the incident? Do they feel there is justification for their actions?
- What support or adaptations does the pupil feel will help them?

Function

All behaviour has a function.

Function is what the behaviour is communicating.

A behaviour may have more than one function.

- **Sensory** – meeting a known or unknown need; occurs in different situations; with or without interaction or engagement from others; provide input to one or more of the senses?
- **Escape or avoidance** - occurs due to perceived demand or threat, or when asked to do something?
- **Attention** - leads to attention through verbal or social interactions; proximity; positive affirmation or negative interaction?
- **Tangible gain** - enables access to a person, situation or item they prefer?

Health & wellbeing

Some behaviours are associated with health and wellbeing.

There may be known strategies to meet the need of such a behaviour.

Health and wellbeing needs can increase vulnerability to everyday experiences (light, sound etc.).

- Does the pupil have a physical diagnosis, a mental health diagnosis, any SEND needs?
- Is the pupil undergoing investigation for a particular diagnosis?
- Does the pupil have 'traits' of a known medical or health condition which may give insight into their behaviour?
- Does the child experience physiological distress or symptoms in certain contexts or environments?

Context

All behaviour occurs within a context.

A behaviour might be acceptable in one context but unacceptable in another.

Sometimes, it may be as simple as the child not having a positive relationship with a particular adult.

- What do we know about the pupil's current experiences?
- Where is the behaviour happening?
- Is there anything recently changed for the pupil that may be impacting on their behaviour?
- Are there particular children, staff or family members involved?
- Is there an 'obvious' trigger with an obvious solution?

Cultural relevance

Every person believes in a set of cultural 'norms' – that which they have been brought up to believe.

Every culture has a set of 'norms' many of which may be unwritten.

School cultural expectations will need to be explicitly taught.

- Is there anything in the family or community culture of the child that is relevant to this behaviour?
- Consider expectations and priorities within the family or community relating to behaviour, sexuality, gender roles, social roles, financial priorities, educational achievement, religious doctrine and/or political affiliations.
- Are there school or staff cultural expectations, beliefs or values that are leading to responses outside of policy?
- Explore cultural impact of: physical contact, body position, eye contact, social distance, gestures.

Early Prognosis

- What does this snapshot tell you?
- What is your professional opinion?
- What are the likely reasons as to why the behaviour is occurring?

- What adaptations need to be put in place to reduce the likelihood of the behaviour occurring?
- What will support the pupil?
- How can we meet the pupil's needs?
- What are the expected outcomes?

Assess –
professional
opinion based
on all the
information
(Hypothesis)

Plan – what
changes do we
need to make to
create success?
(Adaptations)

Review –
what has the
impact been?

Do – what
does it look like
in practice?
(Actions)

- Have we seen behaviour change over time?
- Which planned strategies have been successful and should stay in place?
- Which planned strategies have been successful and can be reduced or removed?
- Which planned strategies have not been successful and should be removed?

- Implement the plan:
- How should the above adaptations be used?
- Describe any necessary routines and processes.