




Key benefits

- All records linked to pupil's UPN and move automatically with the pupil on transfer
 - Developmental partnership with schools
 - Ability for teachers to enter incidents directly onto the system
 - Automated extraction of mandatory data required by DfES e.g. exclusions and racist incidents
 - Pupil data can be exported from SIMS/Integris systems and imported into the Behaviour Log
 - Subject to obtaining parental consent – facility to share data with support services
 - No third party software required
 - Totally secure site
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- The system can be accessed anywhere with internet access
 - 24 hour response time

Behaviour Log and strategies

Logging and monitoring the impact and effectiveness of individual strategies is a core feature of the Behaviour Log. Having the facility to monitor and evaluate strategies enables staff to identify those strategies that have achieved progress towards their target and provide specific feedback on the extent of the progress.

Strategies are recorded using a similar format to that used for logging an incident. Entering a strategy on the system is both quick and easy – a 'target' behaviour code is identified, the selected strategy/intervention is then described, targets are agreed and a date for a strategy review meeting is set.

When the strategy review date is due, the system automatically generates a strategy evaluation report which compares the incident frequency relating to the target behaviour code (e.g. talking in class) before intervention, with the frequency of similar incidents after the implementation of the strategy. By calculating any percentage increase/decrease in the number of recorded incidents, the system grades the impact of the strategy on the pupil. This information can then be used at the pupil's next review meeting to inform decisions on the best way forward.

Recording what strategies are being used and how they are being implemented is essential in order to demonstrate what the school is doing to support the pupil and whether or not the support is proving to be effective for this pupil. Ideally, strategies need to state clearly what the adults are going to do to assist this pupil – i.e. focusing on planning, differentiation of teaching-style/methods and approaches and specifying any additional systems, resources and approaches that are going to be adopted.

Each individual school builds up their own bank of evaluated strategies that can be accessed to evaluate a particular pupil's progress; or staff can select any type of behaviour and view all previously used strategies and the evaluation of their impact. This systematic way of recording and evaluating strategies is unique to the Behaviour Log and critical to effectively facilitating the development and sharing of good practice in behaviour management.