



# Behaviour and The Sibsey Scale

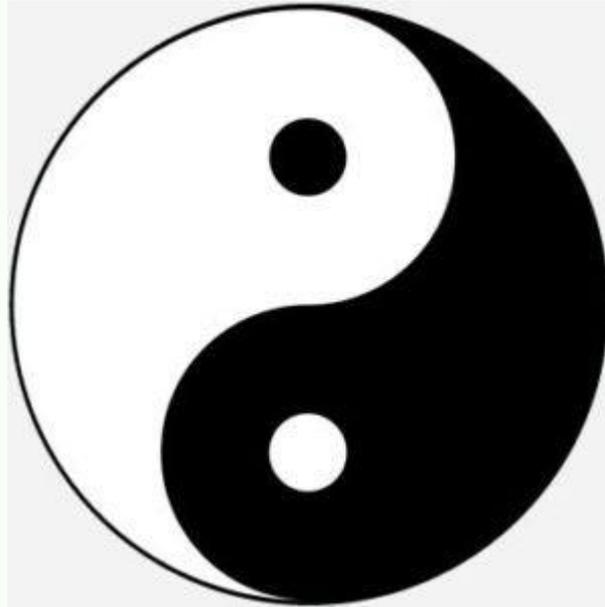
Heads at Home  
December 2021

# Outline of presentation

- Introduction
  - Background and school context
  - Reason for implementation
  - Research and contributory factors
  - Premise – what is The Sibsey Scale?
  - Nuts and bolts – how does it work?
  - Results and next steps
- 
- Visions and Values – cohesion
  - Unpicking the visions and values – Steps to success
  - Ensuring links to behaviour, wellbeing and visions are tight
  - Resulting support/creations (Parent Voice)
  - Impact – staff, community, governance, pupils
  - Conclusion
  - Questions



# **The Sibsey Scale + Visions/Values**



# Prompt questions: To be considered during the presentation

How do you prove what impact your work on wellbeing is having?

How deeply connected are all your staff to the pupils who need it the most?

To what extent do your visions and values reflect the current world we live in?

How much emphasis are you putting on connecting with the community your school serves?

Have you reinforced and linked your behaviour strategies and policy directly through the visions and values of your setting?

What else does behaviour tell you about your school?

# Presentation pre-requisites

Understanding that this is specific to my context but that most concepts should be universally relevant

Acknowledgement that simplicity sometimes works best

Acceptance that there are no magic solutions but there are easier resolutions than we sometimes recognise

Things grounded in honesty and integrity work best

Advance apologies for any unknown acronyms or other cross Local Authority misunderstandings!

No preaching or patronising, just a shared experience

A willingness to share

# Background



# 6 year blocks

1

Year 1 and 2  
teacher, Key  
Stage  
Leader, LA  
moderator

2

Y2-Y6  
teacher,  
Assistant  
Head, Deputy  
Head

3

Headteacher,  
LLPB  
member,  
MHST  
Steering  
Group

4

2022 – 2028



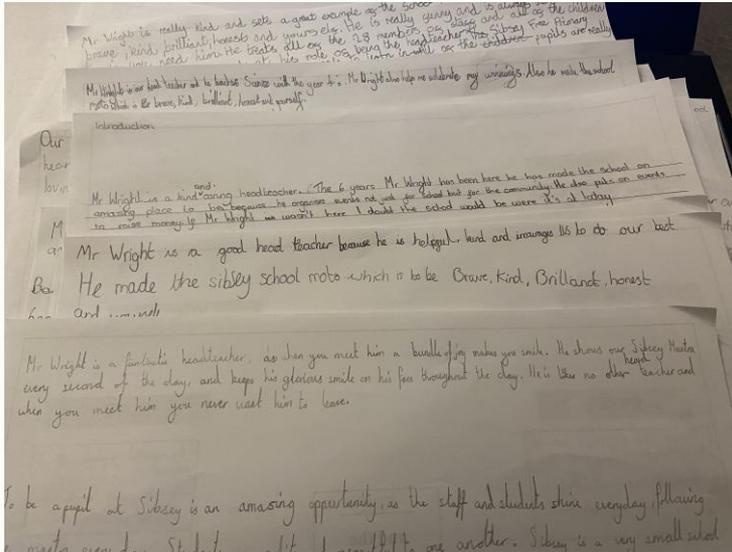
# Sibsey School

At Sibsey Free Primary School everyone is mostly always happy and everyone feels safe. The pupils have friendship groups but we like to make new friends all the time. At Sibsey we respect other people's religions and beliefs.

Marlianne, Year 5

Our school motto is "Today is the best preparation for tomorrow," which we think about in our school days to set an example for the younger children so when they get into Year 6 they follow in our footsteps.

Finley – Year 6

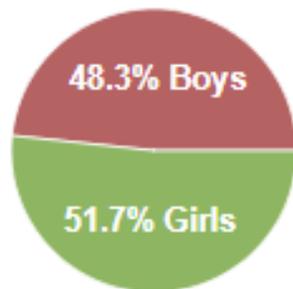


# Sibsey School - demographics

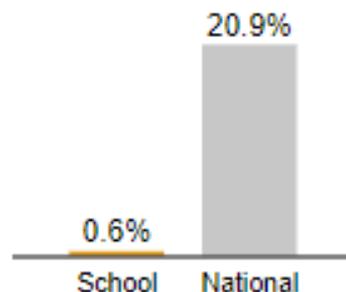
Number on Roll



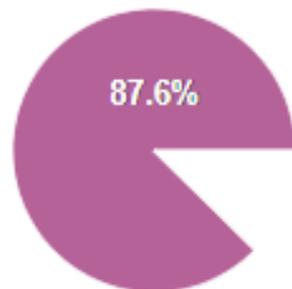
Gender



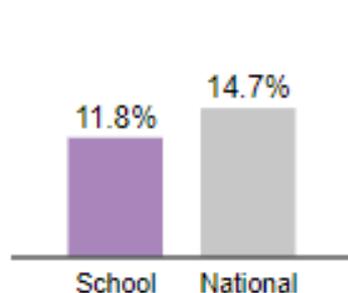
EAL



Joined in Reception

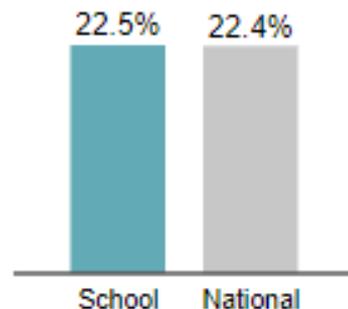


Pupils with SEND



	# Pupils	% Pupils	National
SEN Support	19	10.7%	12.6%
EHC Plan	2	1.1%	2.1%

Ever 6 FSM



# Behaviour and wellbeing

## *Is it such a big deal?*



Permanent exclusions (rate)

**0.06**

Down from 0.10 in 2018/19

▶ [What is permanent exclusion rate?](#)

Permanent exclusions

**5,057**

Decrease from 7,894 in 2018/19

▶ [What is this?](#)

Suspension (rate)

**3.76**

Decrease from 5.36 in 2018/19

▶ [What is the suspension rate?](#)

Suspensions

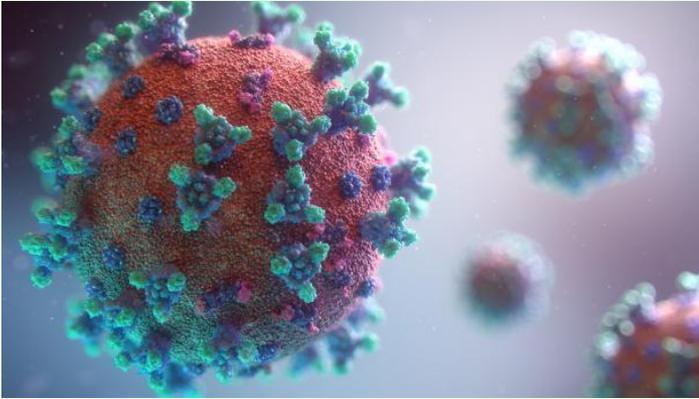
**310,733**

Decrease from 438,265 in 2018/19

▶ [What is this?](#)



# Behaviour and pastoral needs: A Covid-19 connection?

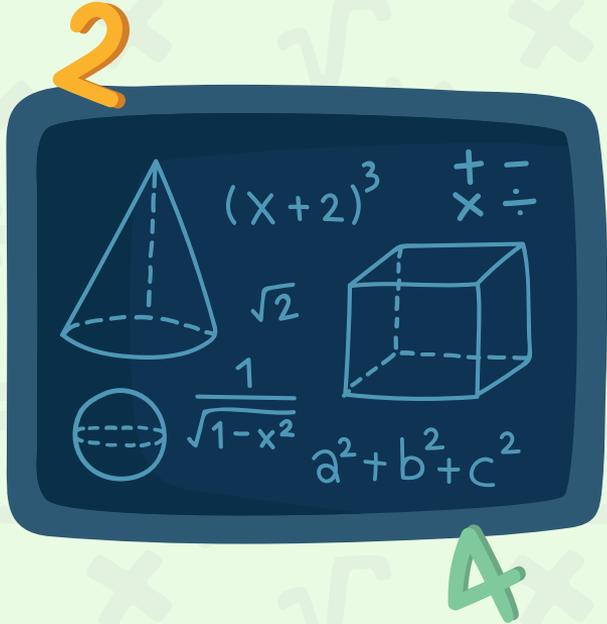


Covid-19 did not necessarily cause the behaviour being displayed in school; but it has exacerbated and accelerated it



- Families fleeing domestic violence
- Surge in relocation to countryside
  - Increase in LAC
- SEND consults and EHCP needs
  - Increase in anxiety
    - ESBA

## Reasons for implementation (2018):



- Frustration
- Confusion
- School Improvement
- Self-evaluation
- Personal Development
- Ownership

**Wilson and  
Kelling 1982**

**Safeguarding  
thresholds**

**Research and  
contributory  
factors**

**Staff  
expertise,  
external  
agencies**

**TDT**

# The Sibsey Scale - *What is it?*



The Sibsey Scale is a numbered system that measures the emotional and behavioural states and needs of children at a given point in time.

It puts a figure on behaviour in classes/whole school so it can be monitored and evaluated.

# The Sibsey Scale

## Sibsey Scale Children

<b>5</b>	<b>CRISIS</b>
<b>4</b>	<b>FREQUENT EMOTIONAL REACTIONS</b>
<b>3</b>	<b>NOT THEMSELVES</b>
<b>2</b>	<b>OCCASIONAL WORRIES</b>
<b>1</b>	<b>NOTHING OBSERVED OR REPORTED - FINE</b>

## Sibsey Scale Children - Support Needed

<b>5</b>	Support such as Therapeutic Parenting Course, Safeguarding
<b>4</b>	Joint support between home and school, possible referral
<b>3</b>	Discussion with parent, time set aside for pupil to reduce worries
<b>2</b>	Adult reassurance, no additional support necessary
<b>1</b>	Monitor, recognise any changes if present. No support is needed



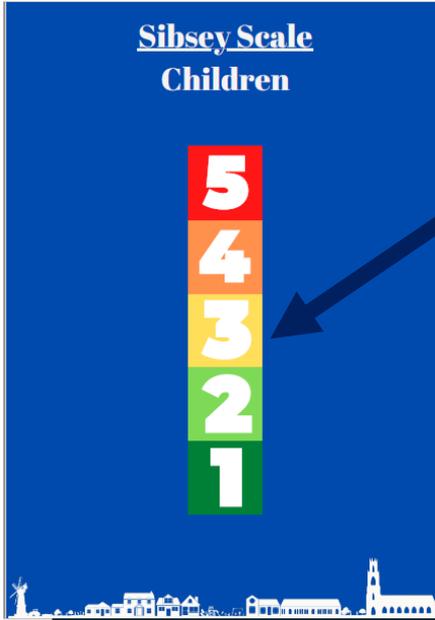
# The Sibsey Scale

Children's Scale			
	Possible signs observed	Suggested level of support	Specific support examples (could be used at this level)
5	<ul style="list-style-type: none"> <li>Emotional outbursts</li> <li>Rapid mood swings</li> <li>Defiance of instructions/requests</li> <li>Possible need of positive handling</li> <li>Can't access work in school/home majority of occasions</li> </ul>	Systematic support put in place involving school, parent and external agencies	<ul style="list-style-type: none"> <li>Sibsey's Therapeutic Parenting Course</li> <li>Early Help Assessment (EHA)</li> <li>EHA to lead onto Healthy Minds</li> <li>Other outside agencies such as CAMHS Advice Line, CAMHS Crisis Team, Behaviour Outreach Support Service (BOSS)</li> </ul>
4	<ul style="list-style-type: none"> <li>More frequent emotional reactions</li> <li>Some "lashing out"</li> <li>Issues not being resolved</li> <li>Prolonged or more frequent lapses in concentration</li> <li>Work starting to suffer</li> <li>Appearance and self-care may be affected</li> </ul>	<p>Joint in-school and at home pastoral support, aiming to identify the issue.</p> <p>Parents presumably aware of depth of issue but possibly need more liaison</p>	<ul style="list-style-type: none"> <li>Specific therapeutic parenting strategies</li> <li>1:1 sessions in school</li> <li>PSHE session, assembly focus, group discussions</li> <li>1:1 sessions at home (e.g. worry box, therapeutic toys/stories, signpost to useful reading, etc.)</li> <li>Explore Pastoral Support Programme resources</li> </ul>
3	<ul style="list-style-type: none"> <li>Not themselves at points in the day</li> <li>Work/concentration lapses more often</li> <li>Feelings can be escalated at times</li> <li>Some possible emotional overreactions</li> </ul>	<p>Contact with parents can begin at this stage, can be informal. Monitor situation to ensure that 3 does not become 4</p> <p>Introduction of resources that are sent home with instructions, signposting to online resources for parents to try, e.g. worry time for 10 mins</p> <p>Parent to take lead in actions with support of school or resources</p>	<ul style="list-style-type: none"> <li>Sibsey's Top Tips Sheet</li> <li>Useful contact list</li> <li>Barnardo's 5 Top Tips</li> <li>Behaviour Wall</li> <li>Butterfly Hug</li> <li>3R poster for parents</li> <li>Pastoral Support Programme questionnaire (school voice/parent voice/pupil voice)</li> <li>Bedtime routine ("sleep hygiene" currently)</li> <li>Relaxation and mindfulness booklet</li> <li>Grounding exercises</li> </ul>
2	<ul style="list-style-type: none"> <li>Occasional reassurance needed</li> <li>Sometimes (rarely) distracted</li> <li>Questions may arise but very infrequently</li> </ul>	Adult reassurance No additional support necessary at this stage. Normal practice, no correspondence with parents necessary unless escalation occurs	<ul style="list-style-type: none"> <li>Time</li> <li>Availability of adult</li> <li>Most likely that no record will be needed at this stage</li> </ul>
1	<p>Nothing reported</p> <p><input type="checkbox"/> Not observing or seeing anything, perfectly fine</p>	Monitor, supervise (keep an eye out as normal part of care)	No support needed

*"So often children are punished for being human. Children are not allowed to have grumpy moods, bad days, disrespectful tones or bad attitudes. Yet, us adults have them all the time. None of us are perfect. We must stop holding our children to a higher standard of perfection than we can attain ourselves."*

*The Newbies guide to positive parenting*

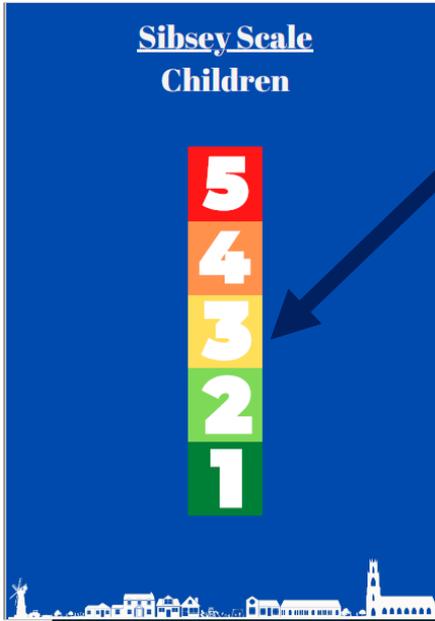
# The Sibsey Scale – an example



## Possible signs observed

- Not themselves at points in the day
- Some possible emotional overreactions
- Work/concentration lapses more often
- Feelings can present as escalated at times

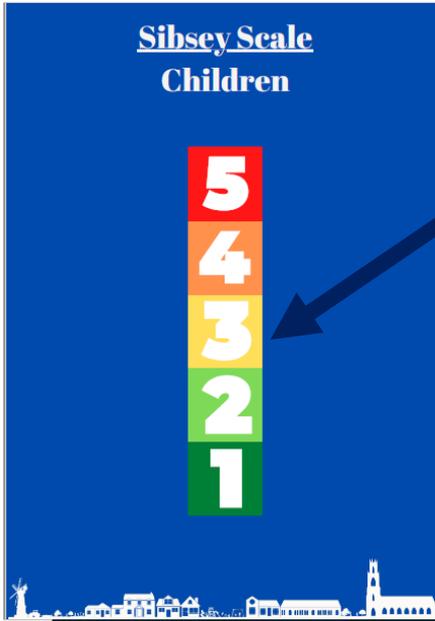
# The Sibsey Scale – an example



## Suggested level of support

- Contact with parents can begin at this stage, can be informal. Monitor situation and act swiftly to aim to ensure that 3 does not become 4
- Introduction of resources that are sent home with instructions, signposting to online resources for parents to try, e.g. worry time for 10 minutes
- Parent to take lead in actions with support of school or resources

# The Sibsey Scale – an example



## Specific support examples

- Useful contact list
- Barnardo's 5 Top Tips
- Behaviour Wall
- Butterfly Hug
- Sibsey's Top Tips Sheet
- 3R poster for parents
- Pastoral Support Programme questionnaire (school voice/parent voice/pupil voice)
- Sibsey Pre-Pastoral Support Plan
- Bedtime routine ("sleep hygiene" currently)
- Grounding exercises
- Relaxation and mindfulness booklet

# The Sibsey Scale

By the end of each day, class teacher and TA allocates a score per pupil.  
Conducted from Monday to Friday.

Sibsey Mon	Sibsey Tues	Sibsey Wed	Sibsey Thurs	Sibsey Fri
2	2	2	2	1
2	3	2	2	1
1	1	1	1	1
2	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	2	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
2	1	1	1	1
1	2	1	1	1
	1	1	1	1

# The Sibsey Scale

## Follow up chart

	"Perfect week"	Children with one day not at 1 (blip)	Children with more than one day at 2/3	Children with any instances of 4/5	Follow up?	Absent children (for more than two days)	Best/worst day of the week (if applicable)
P	17/23	Child A Child B	Child C Child D Child E Child F		Child C – mornings D, E, F – spoken to parents and monitor	Child G	Best – Wed Worst – Fri

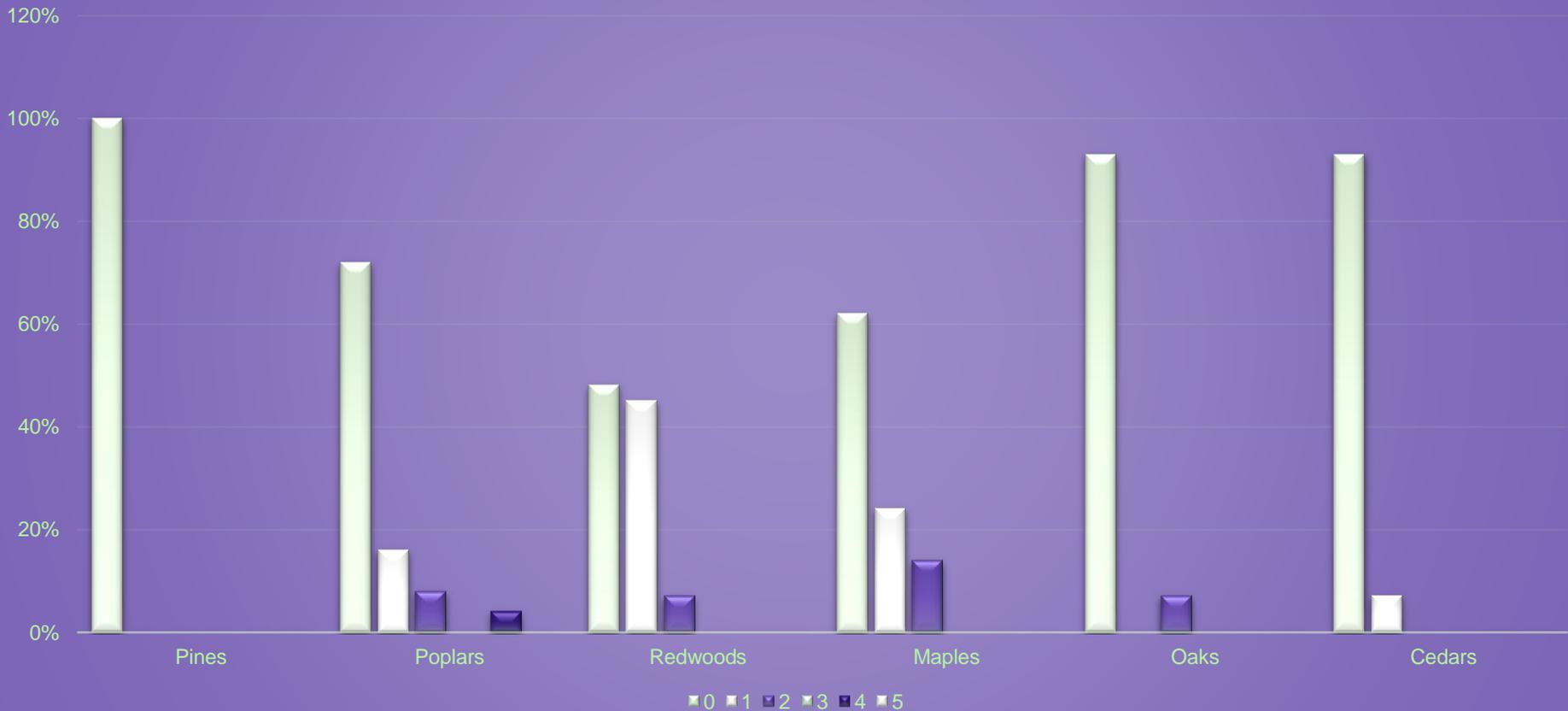
# The Sibsey Scale

Analysis – example of three weeks return in March 2021 after January lockdown.

	2 days	5 days	5 days	5 days
PINES	Entries – 24 100% at 1	Entries – 125 88% at 1 12% at 2	Entries – 130 85.3% at 1 14.6% at 2	Entries – 130 97.7% at 1 3.3% at 2
POPLARS	Entries – 54 1.9% at 1 81.4% at 2 16.7% at 3	Entries – 120 86.7% at 1 12.5% at 2 0.8% at 3	Entries – 129 94.6% at 1 4.7% at 2 0.8% at 3	Entries – 129 94.6% at 1 4.7% at 2 0.8% at 3
REDWOODS	Entries – 56 0% at 1 76.8% at 2 23.2% at 3	Entries – 135 88.9% at 1 11.1% at 2	Entries – 135 88.9% at 1 11.1% at 2	Entries – 135 88.9% at 1 11.1% at 2

- Useful for Pupil Progress Meetings
- Support for ECT
- Discussion in staff meetings – responsiveness
- Expedited conversations with parents
- Shared understanding of the levels across the school = cohesion

# Monday 8th March – Sibsey Scale



# Impact?

## Attendance

- Attendance - 97.84%
- A reduction of school based emotional avoidance
- Reduction in persistent absence
- Reduction of suspensions

## Connection

- Significant increase in survey responses from parents
- Rise in level of support
- Appearance on BBC local and national news; interview with Jamie Theakston and Amanda Holden on Heart FM

# Impact/value continued

## Data

Governors have valued being able to see figures representing behaviour and emotion linked to commentary on wellbeing of pupils.

## Consistency

Staff's approach has been consistent and measured accordingly.

Clarity has reduced their workload. It has also been a positive reminder of the % of emotionally sound pupils!

## Response

The byproducts of introducing this have been the real success:

- Visions and values (2019) were outdated
- Parent Voice Council launched
- SDP and journey infographics

# Behaviour and next steps - what we changed

## Sibsey Primary School Our 6 Golden Rules

**1** Be the best that you can be in every lesson.

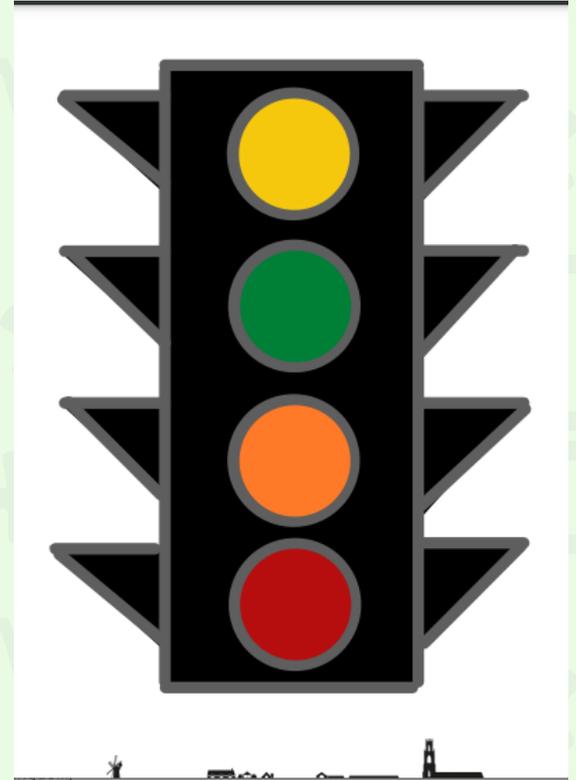
**2** Walk through the school calmly and quietly.

**3** Keep your hands and feet to yourself, make safe choices.

**4** Take care of the school environment and people's property.

**5** Follow instructions from staff immediately.

**6** Be polite. Use good manners and kind words.



# Support Card





## SUPPORT CARD

<b>Name:</b>							
<b>Date Started:</b>	<b>STARTING THE DAY</b>	<b>SESSION 1</b>	<b>MORNING BREAK</b>	<b>SESSION 2</b>	<b>LUNCH</b>	<b>SESSION 3</b>	<b>SESSION 4</b>
<b>MONDAY</b>							
<b>TUESDAY</b>							
<b>WEDNESDAY</b>							
<b>THURSDAY</b>							
<b>FRIDAY</b>							

<b>1. Respect for yourself</b> <ul style="list-style-type: none"> <li>Be the best that you can be every lesson.</li> </ul>	<b>2. Respect for others</b> <ul style="list-style-type: none"> <li>Walk through the school calmly and quietly</li> <li>Use kind words and keep your hands and feet to yourself.</li> <li>Take care of the school environment and people's property</li> <li>Be polite and use good manners</li> </ul>	<b>3. Responsibility for your own actions</b> <ul style="list-style-type: none"> <li>Follow instructions from staff immediately.</li> </ul>
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Child signature</b>					
<b>Parent/Carer signature</b>					
<b>School signature</b>					

Introduced at stage 3 of our sanctions ladder.  
Very early!

# Levels of target cards





## TARGET CARD

Name: \_\_\_\_\_

Date Started:	STARTING THE DAY	SESSION 1	MORNING BREAK	SESSION 2	LUNCH	SESSION 3	SESSION 4
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

**GOLDEN RULES**

1 Be the best that you can be every lesson.	2 Walk through the school calmly and quietly.	3 Use kind words and keep your hands and feet to yourself.	4 Take care of the school environment and people's property.	5 Follow instructions from staff immediately.	6 Be polite and use good manners.
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	Monday	Tuesday	Wednesday	Thursday	Friday
Child signature					
Parent/Carer signature					
School signature					





## TARGET CARD

Name: \_\_\_\_\_

Date Started:	STARTING THE DAY	SESSION 1	MORNING BREAK	SESSION 2	LUNCH	SESSION 3	SESSION 4
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

**GOLDEN RULES**

1 Be the best that you can be every lesson.	2 Walk through the school calmly and quietly.	3 Use kind words and keep your hands and feet to yourself.	4 Take care of the school environment and people's property.	5 Follow instructions from staff immediately.	6 Be polite and use good manners.
--	--	---	---	--	--------------------------------------

	Monday	Tuesday	Wednesday	Thursday	Friday
Child signature					
Parent/Carer signature					
School signature					





## TARGET CARD

Name: \_\_\_\_\_

Date Started:	STARTING THE DAY	SESSION 1	MORNING BREAK	SESSION 2	LUNCH	SESSION 3	SESSION 4
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

**GOLDEN RULES**

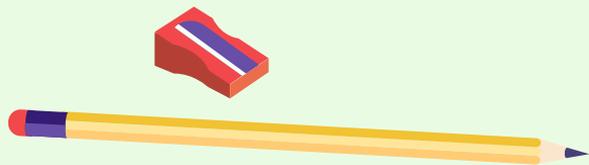
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--	--	---	---	--	--------------------------------------

	Monday	Tuesday	Wednesday	Thursday	Friday
Child signature					
Parent/Carer signature					
School signature					

# Visions and Values

“Today is the best preparation  
for tomorrow.”

H. Jackson Brown, Jr.



# Visions and Values

**TODAY YOU WILL BE:**

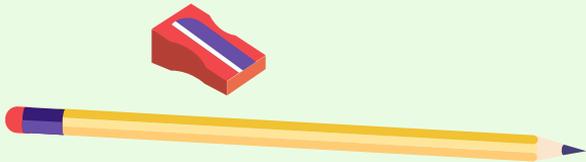
**BRAVE**

**KIND**

**BRILLIANT**

**HONEST**

**YOURSELF**



# Creating a new motto to live by

**Staff**

**Pupils**

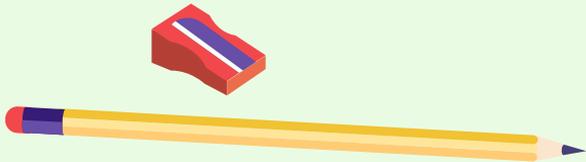


**Governors,  
trustees,  
Parish  
Council**

**Parents/  
Carers**

# Visions and Values

Pupil surveys showed that children knew the motto at surface level only. They didn't really know what it meant to be kind, beyond "helping a friend when they have fallen over."



## OUR STEPS FOR BEING BRAVE

- 1 Try to fight the feeling of fear.  
Don't be scared!
- 2 Try new things and have a go!
- 3 If at first you don't succeed, try,  
try, try again.
- 4 Stand up to things that are  
wrong.



## OUR STEPS FOR BEING KIND

- 1 Treat people how you would like  
to be treated.
- 2 Nice words and nice actions are  
our responsibility.
- 3 Have a caring heart and respect that  
we are all equal.
- 4 Help and support others, take turns  
and make sure people feel included.



## OUR STEPS FOR BEING BRILLIANT

1 Be the best that you can be.

2 Be respectful and polite.

3 Bring out the best in others.

4 Make the Sibsey Family proud.



## OUR STEPS FOR BEING HONEST

1 Tell the truth!

2 Own up to our mistakes.

3 Tell people how we're feeling: be honest to ourselves.

4 See honesty as the key to success.



## OUR STEPS TO BEING YOURSELF

1

Believe in yourself.

2

Knowing what makes us different is  
what makes us special.

3

Do your own thing if it brings you  
happiness.

4

Aim high and follow your dreams.



# Linking values to curriculum

## BRAVE

- Try new sports and activities
- Push myself to achieve
- Take part in competitions and clubs
- Go in for challenges
- Pick myself up when I don't succeed

## PE

### and the Sibsey Vision



## KIND

- Help my teammates
- Win graciously
- Help with equipment
- Support other people if they need it

## YOURSELF

- Recognise which sports I am better at
- Express myself in games and activities
- Get my points across when working with a team

## HONEST

- Show good sportsmanship
- Play by the rules of the game

## BRILLIANT

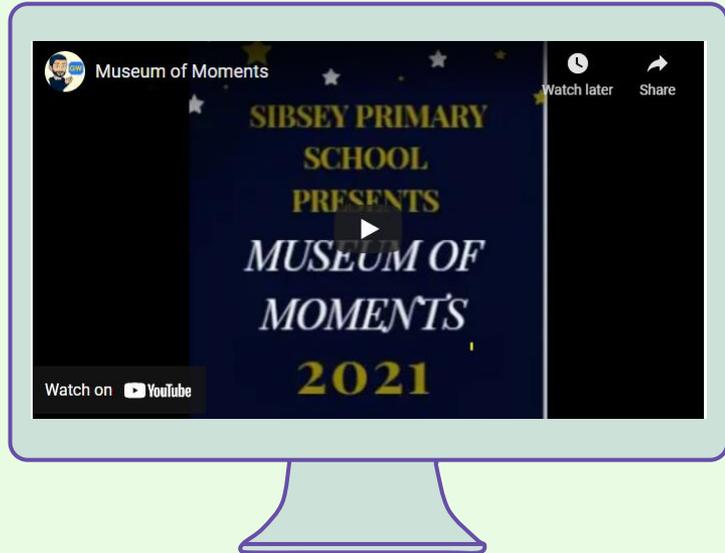
- Learn new skills
- Improve existing skills
- Compete at my best level



## **The creation of the “Sibsey Family”**

- **Make a Difference in a Day** campaign – using the local area to have an impact
- **Top Up Your Tea** – setting up recipes and food bags for families
- **Linking after Lockdown**
- **Museum of Moments** – celebrating the successes
- **Involvement in decisions** – creation of Parent Voice

# Museum of Moments - connections



	Sport
	Extreme/rare sports
	Music/Creative Arts
	Creative
	Kindness
	Fun inc. Lego
	Multiple categories
	Nature
	New skill or life skills inc. cooking



# Value of parent voice

Helps the school to focus *even better* on what matters most to children and parents

We can support the school to continue be brilliant

Give ideas for improvement that will benefit our children and the community

# What will it involve?

- Attending council meeting approx. 6 times a year
- Maximum of 12 parents from across the school (classes/KS)
- Lead initially by both Mr Wright and Mrs Locke
  
- A chance to shape and contribute to the quality of education at Sibsey Free School on key priorities such as;
  - how safe children feel
  - support for children post-COVID
  - diversity of the curriculum
  - Response to survey findings from parent body
  
- A chance to have a voice and represent the parent body



# Impact

## Recruitment and retention

In the last 6 years, we have had a very stable staff – two new teachers  
In July we had six retirements and one relocation – 30% new staff force!

## Grants and funding

Covid-19 recovery funding  
Good Neighbour Scheme

## Fast-track support with external agencies

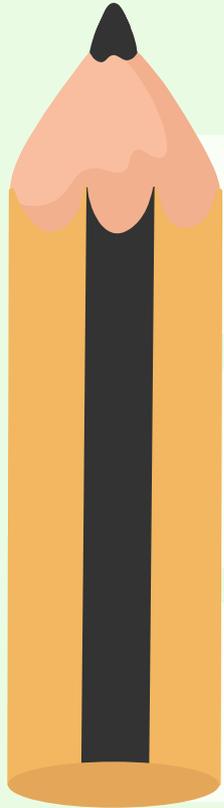
Virtual school training  
Quicker referrals for support

# Impact

A little bit of publicity!



# Conclusions



## **The Sibsey Scale**

Finding a way to celebrate what you are doing or to target support quicker is invaluable.



## **Visions and Values**

The world has changed significantly in the past twenty months – how well do your values reflect this?



## **Behaviour**

Behaviour should be used as a tool to find out what else is going on in your school that may need attention.

