



Behaviour Policy

Prepared By:	Name: Stuart Bonney		
Approved By:	Name: Trustees	Date:	Date: October 23
Start Date:	Date: September 23	Review Date:	Date: September 24

Contents

Introduction & Intent.....	3
Relationships.....	5
Leadership and Management of Behaviour	8
School Systems and Social Norms	9
Behaviour Curriculum	11
Support and Intervention for Pupils	14
Pupil Transition and Development	17
Expectations and Reasonable Adjustments for Pupils with SEND	18
Child-on-Child Abuse.....	19
Use of Force and Powers to Search	20



Introduction & Intent

At **Southampton Hospital School** we are committed to providing a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

Our School Values

At the heart of our behaviour policy are our school values, which guide our expectations for pupil behaviour. These values serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing these values, which include:

Southampton Hospital School is a unique setting tailored to meet the educational, health and emotional needs of young people. It offers learners a high quality, engaging educational experience which enriches and builds upon existing skills and knowledge. The school's three core values are:

- **Aspiration:** A period of ill health should not create barriers to educational progress or achievement. The curriculum design and delivery ensure all students make meaningful gains in their knowledge and skills whilst attending the school. High academic standards and a desire to foster intellectual curiosity are key elements of the curriculum.
- **Resilience:** The school is strongly committed to developing resilience in young people – something which may have been temporarily lost due to health challenges and difficulties. The aim is to build self-belief so that the student can re-engage with the educational system. Teachers see it as their duty to develop the characteristics, behaviours and beliefs for a successful journey of recovery.
- **Compassion:** The teachers and support staff are well aware of the fact that a stay in hospital or a prolonged absence from school is highly unsettling and disruptive for young people and their families. All interactions with young people therefore aim to be empathetic, compassionate and caring in nature. Teachers work in close partnership with hospital health professionals, partner schools, community mental health services and inclusion services to ensure that the emotional needs of the young people are fully understood and met.

Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.

Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.

Emotional Well-being: Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly

Safety in school is crucial and it is the duty as teachers to ensure that young people are taught in a safe environment. Teachers create a positive climate in the classroom by being positive role models and establishing trust with their students. This is very important because:

- safe classroom environments improve focus and concentration.
- a safe environment can help reduce anxiety in students.
- a safe environment can help improve academic performance in students.

Ways in which teachers can make the classroom a safe place for your students include:

- having a visible policy against dangerous and/or disruptive behaviour.
- establishing clear consequences for engaging in dangerous and/or disruptive behaviour.
- providing resources and support to students who are struggling.
- creating a safe and comfortable environment for students who need assistance.
- creating a positive school culture that supports safety and academic success (see school values).
- providing educational materials, such as posters, that promote safe behaviour.



- creating a safe environment for students to report concerns.
- educating students on healthy relationships.
- providing support to students who are involved in bullying or other unsafe behaviours.

Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum expectations of behaviour in all schools.
- Educational inclusion is continually reviewed by asking key questions about practice:
 - Do all our pupils achieve as much as they can?
 - Are there differences in the achievement of different groups of children?
 - What is the school doing to support those pupils who are not achieving their best?
 - How is the school involving parents and carers?

How do we support inclusion?

Class Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- are taught in groupings that allow them all to experience success.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience that allows for a range of different learning styles.
- have challenging targets that enable them to succeed.

Whole school actions support inclusion by:

- employing a curriculum designed to reflect the different cultures, religions, and races in our school and one which is challenging and provides enrichment.
- setting achievable targets in English and maths and for all pupils.
- the regular tracking of pupil attainment and the highlighting of any underachievement.
- targeting of support for pupils by the teachers, teaching assistants, and senior management.
- the use of intervention programmes to support pupils with learning difficulties.
- the targeting of underachieving pupils.
- using a consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions.
- addressing racism, sexism, and bullying.
- the involvement of parents and carers at parents' meetings, curriculum meetings and through regular informal contact.
- the involvement of outside agencies and specialists.
- sharing information about pupils, including health issues, with all staff.

DfE's Guidance on Minimum Expectations of Behaviour

Our behaviour policy aligns with and adheres to the Department for Education's guidance on Minimum expectations of behaviour in all schools. We are committed to:



Setting clear expectations for behaviour and consequences that are fair, consistent, and in line with DfE guidelines. Providing a positive and structured learning environment that supports pupils' personal development and social skills and collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school.

By working together as a school community, we can ensure that [School Name] remains a safe, respectful, and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.

Relationships

Our School is committed to fostering positive and respectful relationships among pupils, staff, and the wider school community. We recognize the significance of creating a safe and supportive environment for all individuals within our school community.

Southampton Hospital School is a trauma informed school. We are invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

Our Trauma-informed approach focuses on four key areas: Protect, Relate, Regulate and Reflect.

Protect

- Staff are warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- There is a whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff use pedagogic interventions that help staff to get to know children better on an individual basis. This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g., children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- There is a clear, confidential and non-shaming system of self-referral for children's help/talk time.

Relate

- There is a whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate



- Staff use relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Staff use evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt-out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- There is staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- There is provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- PSHE/ RSHE and psychological education is informed by current research (psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- There is staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- A trauma- informed policy is one which is not based on punishment and sanctions, but resolution and interactive repair (e.g. restorative conversations – see below)

Restorative Justice.

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what has happened and to try and establish a solution. Where there has been an issue, the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

This enables the student to think about how his/her actions or words might have affected the other person. By doing this, and by coming up with solutions, it encourages both parties to take responsibility for their actions and to make them aware of the impact they are having on others. Restorative justice works well if there has been a repeated problem for a pupil and member of staff. It gives both parties an opportunity to air their differences, appreciate how the other feels, and to move on in a positive way - always with the aim to solve the problem and prevent the same situation arising again.

It is important to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.



Communication to All

We prioritize effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians, and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma Informed Schools - UK organisation.

Home-School Communication

At Southampton Hospital School, our aim is to be proactive in strengthening positive partnerships between the school, its families, local schools and agencies and the wider community of Southampton and surrounding districts. The best outcomes for students will be achieved when each contributes their different perspectives and insights to the partnership in open and inclusive communication that is built on, and builds, trust and respect. Southampton Hospital School strives to:

- create a culture of open and respectful communication that promotes closer collaboration.
- foster close communication between parents and the teachers of their children.
- keep parents regularly informed about its expectations, and their children's activities and development at school.
- Ensure that there is effective communication with parents, with both school and family sharing responsibility. From parents, the school seeks timely, honest and complete information about their child. Parents will ensure that the contact information they have provided to the school remains accurate and current. All communication between the school and parents will be respectful, professional and underpinned by considerations of appropriate privacy and confidentiality.

Communications might include:

- electronic and paper documents
- MDT and discharge meetings alongside UHS medical teams
- weekly reports (outreach)
- telephone and personal contact
- welcome pack for all parents
- school website.
- pupil profiles and exit reports (written) – issued twice yearly at the end of Term 2 and Term 4, or at every pupil discharge from hospital

Joint Working with Agencies

Our School is dedicated to providing a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being, and behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive academically and emotionally. For our outreach students, we work in conjunction with Southampton inclusion Team which commissions the school for their direct work with students.

A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community, including pupils' usual schools and the community of University Hospital Southampton (UHS) to create a cohesive and supportive network. By working together with parents, guardians, community organisations, and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

A Fair and Transparent Approach

Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable, and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the well-being of the pupil at the forefront of our actions.



Leadership and Management of Behaviour

At our School, we are committed to fostering a positive and inclusive learning environment where every pupil can thrive academically, socially, and emotionally. The leadership and management of behaviour are integral to achieving this goal. Our approach is based on the principles of the Hamwic Trust Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

Distributed leadership

Distributed leadership at Southampton Hospital School means the distribution of responsibility between individuals based on expertise and experience within a role. The focus is on collective and extended leadership rather than specific leadership roles and responsibilities.

- Distributed leadership recognises that authority does not rest with one key individual. Instead, it relies upon a group approach to overall strategy and goals and encourages engagement. It also creates a breeding ground for new leaders.
- The leadership structure at Southampton Hospital school includes the Headteacher, the Director of Teaching and Learning, the Curriculum lead, the SENCo, teachers with Teaching and Learning responsibilities, teachers with subject responsibilities and support staff with specific responsibilities such as ELSAs or trauma trained staff.

Graduated Response to Behaviour

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions. The tiers of our Graduated Response to Behaviour can be found at the end of this policy.

Distributed Leadership of Behaviour

Distributed leadership at Southampton Hospital School means the distribution of responsibility between individuals based on expertise and experience within a role. The focus is on collective and extended leadership rather than specific leadership roles and responsibilities.

- Distributed leadership recognises that authority does not rest with one key individual. Instead, it relies upon a group approach to overall strategy and goals and encourages engagement. It also creates a breeding ground for new leaders.
- The leadership structure at Southampton Hospital school includes the Headteacher, the Director of Teaching and Learning, the Curriculum lead, the SENCo, teachers with Teaching and Learning responsibilities, teachers with subject responsibilities and support staff with specific responsibilities such as ELSAs or trauma trained staff.

All staff members, including teachers, teaching assistants, administrative staff, and support personnel, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Monitoring and Evaluation of Behaviour

When a pupil is admitted to SHS, staff will receive certain information regarding student behaviour, including any concerns which the home school and/or, involved agencies might have noted. Further information will be obtained through the entry profile, which is sent to the home school for completion. Taken together, this information can be added to the student's new pupil profile and used as a baseline for staff when planning any behaviour/ teaching responses.

From this point on, behaviour at Southampton Hospital School is monitored and evaluated in the following ways:

- Pupil Profile/ Graduated response: This document is continually re-evaluated. Apart from a record a work, it is also a record of behaviour. New behavioural interventions can be planned and recorded on the document and evaluated on a weekly basis.



- Weekly reports (Outreach): Outreach teachers send out a weekly update on students (separate to the PP). Any behavioural concerns can be directly addressed with home school staff or other agencies.
- Interim/ Exit reports: Termly reports are sent out to all parties (parents, home school etc.) These reports include updates on behaviour or any behavioural concerns.
- Meetings and Reviews: Outreach teachers and hospital school staff hold regular reviews with parents, home schools, external agencies etc. to discuss education and behaviour. These meetings are an opportunity to report any behavioural concerns or safeguarding concerns.
- Safeguarding: There are currently four safeguarding leads on the hospital staff and all staff are trained to Level 3. Any serious safeguarding concerns regarding a student's behaviour can be recorded, monitored and actioned on the Bromcom system. All staff are able to access and record behavioural issues on the system and these are visible to DSLs and other staff should further action, discussion or collaboration be required.
- NB* All behaviour reporting must include the action taken – e.g. restorative conversations with the child, further reporting, discussion with health staff etc.

School Systems and Social Norms

School Rules, Expectations, and Routines

Rules/ Expectations

In Southampton Hospital School, Staff and Pupils:

- always treat people as they themselves would like to be treated.
- respect each other's feelings.
- move safely within the restrictions of the educational setting.
- speak politely to everyone.
- use equipment safely.
- celebrate each other's achievements.
- ensure everyone feels valued and respected.

A positive approach is adopted to behavioural issues (see also skills and behaviour linked to school values)

- All members of the education service are responsible for ensuring consistently high standards of behaviour at all times.
- The attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within the school who determine the environment in which good relationships can develop.

Examples of positive strategies include:

- highlighting good behaviour.
- dealing effectively and quickly with behaviour issues.
- building positive relationships with children.
- practising the principles of restorative practice wherever possible and appropriate
- emphasising positive behaviour and attitudes towards each other, as well as pride in everything achieved.
- a calm working atmosphere being encouraged.

All staff can encourage good behaviour by:

- modelling good behaviour.
- modelling the principles of a restorative practice approach.
- listening to students and being aware of their feelings.
- supporting other staff.
- teaching good behaviour.
- anticipating points of conflict and seeking to avoid them.
- building positive relationships with students and parents.
- communicating concerns and successes with each other, students and parents



- continually seeking to improve skills and practice (through self- and continuing professional development).
- being consistent and clear in their expectations and the application of this policy.
- working closely with the health professionals to ensure pupils' wellbeing and care.

Rewards and Consequences

All staff work to ensure the right balance between:

- rewards and consequences
- rewarding improved and consistently good behaviour
- consequences that are fair and transparent

Rewards are distributed fairly, irrespective of age, ethnicity, gender, special educational needs and disability.

Rewards

These are often in the form of praise (with frequent use of encouraging language and gestures) both in lessons and around the educational setting, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of credits, merits and prizes is also used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour.

Such rewards might include:

- Positive praise
- Certificates of achievement
- Stickers and stamps: various across different areas of provision
- Headteacher's Reward for significant achievements
- Choice of activity time and golden time
- Positive feedback to parents e.g. postcard or letter home
- Positive feedback to multidisciplinary team
- Postcards sent to an outreach student's house

Consequences – Fair and Transparent

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of consequences for behaviour that does not meet our established standards. The consequences are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our disciplinary process is transparent, with pupils and parents being informed of consequences and the reasons behind them.

For negative or harmful behaviours, these may include:

- reminders about the principles of the Behaviour Policy
- verbal warnings
- explaining the reasons such behaviour is inappropriate
- tactical ignoring
- short time out
- referral to pupil's home school
- In a case of severe lack of compliance, children will be sent back to ward

Online Behaviour of Pupils

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences.



On enrolling at SHS, all parents sign an Acceptable Use Policy. This document ensures that students understand the way in which we expect them to behave when using ICT resources at school. Online bullying (cyberbullying) is also something that we ensure that parents and children need to be aware of.

Online safety at home and in hospital:

The large majority of our students use the internet at home or in hospital wards outside of school hours. All new families are given a copy of our online safety recommendations. As a school it is our duty to ensure that students and their families are using the internet safely and understand how to monitor its use. Parents should be aware of when their children are using the computer and the dangers of using chat sites, apps, email accounts etc. They should be active in monitoring their child's use of the internet. Parents should also:

- support their children at home. Check that they know what they are doing on the computer, especially with regard to chat rooms and games played with others online.
- Ask who their "friends" are and take an active interest in what their children are doing in ICT at school.
- Support their learning - It helps to keep the computer in a family room not tucked away in a child's bedroom. Parents can support their children in use the Internet safely for homework and leisure interests.

SHS also works closely with our NHS colleagues to share and escalate any concerns we have regarding unsafe online behaviours during pupils' hospital admissions.

Off-Site Behaviour of Pupils

Outside of the school premises and/or teaching sessions, including online conduct, sanctions for misbehaviour might apply to hospital school students when:

- taking part in any school-organised or school-related activity e.g. educational or cultural visits
- in some other way identifiable as a pupil at the school.
- behaving in ways that could have repercussions for the orderly running of the school
- posing a threat to another pupil
- engaging in behaviour that could adversely affect the reputation of the school.

Outside of school, teachers should expect and reinforce positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public and should reassure members of the public regarding care and control over pupils in public settings. The same behaviour expectations for pupils on the school premises apply to off-site behaviour. As with behaviour sanctions on-site, both the severity of the misbehaviour as well as the extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff should be taken into consideration.

Use of Mobile Phones

The use of mobile phones within the school is not permitted within school on order not to disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences. This may include:

- Confiscation of phones during school hours. This may be in conjunction with medical professionals.
- Asking parents to collect phones from SHS staff during visiting hours
- Escalation of concerns to home schools / medical professionals / Childrens' Services

Behaviour Curriculum

Behaviours Linked to Our Values

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. These values are taught to all pupils so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture. Our behaviour curriculum defines the expected behaviours in the school, reaching beyond the list of unacceptable or prohibited behaviours. The behaviour curriculum represents the key habits and routines required in the school. Routines will be used to teach and reinforce the behaviours expected of all pupils.



Repeated practices promote the values of the school, positive behavioural norms, and highlight the consequences of any unacceptable or harmful behaviours.

What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- create a positive, safe environment in which bullying, physical threats, humiliation or abuse and intimidation are not tolerated.
- be enthusiastic and develop positive working relationships with them and their peers in their classes.
- celebrate the success of pupils in lessons and other activities.
- treat them fairly with dignity, kindness and respect.
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour
- be approachable and listen to them at appropriate times.
- always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them. Such occurrences will never be accepted as 'banter' and a zero-tolerance approach will be consistently applied.
- use rewards and, where necessary, sanctions consistently.
- model the behaviours they wish to see.

What staff can expect from pupils

Staff may expect pupils to:

- treat all members of the school with dignity, kindness and respect.
- use appropriate language.
- care for the classroom and resources, respecting others' property.
- value other individuals and their contributions to lessons.
- lead by example creating a good role model for younger pupils in the school.
- consider the needs of all the other people in the classroom.
- use ICT in accordance with the Online Safety Policy and procedures.
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling).

What staff can expect from their colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with dignity, kindness and respect.
- work and co-operate together for the overall good of the school.
- respect each other's values and individual beliefs.
- treat all pupil and staff issues with the highest standards of confidentiality.
- offer support when appropriate.
- be aware of each other's job remit and respect its boundaries.
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites. Follow the Code of Conduct and Social Media Policies of the school.
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- treat all adults with dignity, kindness and respect.



- set high standards of work and behaviour for all the children in their care.
- encourage your child to always do their best.
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is seen as either the perpetrator or the victim.
- impose consequences consistently in accordance with this school policy and procedure.
- promote positive behaviour and reward such behaviour in accordance with school policy and procedure.
- provide a balanced curriculum to meet the needs of each child.
- let them know if there are any concerns about a child's work, attendance, or behaviour.
- support the child's homework and other home-based learning activities.

The Behaviour Curriculum in Teaching and Learning at SHS

Progression of behaviour/ learning skills for behaviour

PSHE Curriculum:

Teaching across the various Key Stages follows the Programme of Study for PSHE Education.

"Relationships" is a Core Theme for teaching planning across KS 1- 4. Related to the statutory Guidance, outcomes for school learners around the topic of relationships might include:

Primary

- Caring Friendships: e.g. how important friendships are in making us feel happy and secure, and how people choose and make friends.
- Respectful Relationships: e.g. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- Online Relationships: e.g. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- Being Safe: e.g. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- Internet Safety: e.g. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

Secondary

In addition to the above, Secondary students learn about intimate and sexual relationships: e.g.

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

Assemblies

Formal school assemblies are not part of the school routine. However, there are informal leaving ceremonies where students say farewell to students leaving Bursledon House. In this instance, the values of kindness, friendship, ongoing relationships, resilience and aspiration will be reinforced and celebrated by students and staff alike.

Tutor Group

There is weekly tutor group where all students at SHS have a chance to meet. This includes outreach students who may join online. This group meeting is a good opportunity for the students to build relationships with each other. The values of listening to others, acceptance, kindness and celebrating success are reinforced and celebrated in this session too

Current Affairs

Each week there is a Current Affairs news item available for study in both the Primary and Secondary Phase. The topic will often be linked to the PHSE/ RSE Behaviour Curriculum. Amongst many other examples, relational themes included in these presentations have included:



- Consent and sexual abuse
- Cyber bullying and resilience
- Courage, determination, positive thinking, resilience, leadership, discrimination.
- Respectful relationships & friendships; identify, explain, manage and challenge influences on relationship expectations
- Mental Health awareness - Loneliness, Acceptance, compassion, volunteering

Support and Intervention for Pupils

The role of school staff in supporting behaviour

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.

Role of the Teachers

- It is the responsibility of class teachers to ensure that the school rules are followed in class, and that their classes behave in a responsible manner during lesson time.
- The class teacher must be a role model for the children and treat each child fairly and implement the classroom behaviour code consistently.
- Teachers should treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher should record all such incidents. In the first instance, the class teacher should deal with incidents him/herself. However, if misbehaviour continues, the class teacher might seek help and advice from the Phase Leader and, if necessary, the Headteacher.
- The class teacher may also contact a parent, carer, safeguarding lead or external agency (in discussion with the Headteacher) if there are concerns about the behaviour or welfare of a child.

Role of the SENCO

The SENCO should ensure that consistent, excellent teaching practice underpins plans to improve behaviour. For children with SEN, this translates to work that is achievable, differentiated and age appropriate.

- Through regular contact and meetings, s/he should keep communicating with staff and students about improving behaviour, as well as the implementation of any new strategies.
- S/he should work with other local schools to share expertise and gain closer support from the police and local agencies in a Safer School Partnership. These partnerships help to engage young people and reduce antisocial behaviour in the wider community.
- The SENCO will work with senior staff to support colleagues in developing the skills necessary to deal effectively with challenging behaviour, share ideas and best practice and occasionally provide formal or informing training in the area of behaviour.

Role of Support Staff (Teaching Assistants)

Support staff should:

- be consistent and fair when giving rewards and relevant and proportionate when sanctions.
- teach children about behaviour skills and self-regulation.
- be reassuring, re-focusing and reaffirming tasks set for children.
- fulfil roles identified within SEMH plans for children.
- provide opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- allow children to express their views and feelings and seeking to extend their understanding of relationships through discussion.



- observe children and inform class teachers and/or the head teacher about specific incidents or trends in behaviour
- encourage respectful attitudes for others, the environment, property and equipment.

The role of the emotionally available adult

Key skills and attributes:

The emotionally available adult should have the ability to listen to students non-judgementally and actively. Other key skills important to the role are empathy, calmness and the ability to foster a supportive relationship. The emotionally available adult is someone who is a champion for a child and provides them with a secure emotional base within school, helping them to regulate their emotions and build a trusting relationship. They model the role of a trusting adult to a child to enable them to understand how to form and maintain trusting relationships with others.

The emotionally available adult should:

- work closely with the child and be available to the child on a day-to-day basis.
- be reliable, consistent and warm and able to assert boundaries but forgive, challenge and nurture.
- be an advocate for the child and encourage staff to take a view through the eyes of the young person.
- be willing to take steps to negotiate with other members of staff how to better support the child when necessary.
- listen to and respect a child, empathise with their situation and believe in their abilities.
- help a child develop new and more helpful ways of thinking, behaving and building relationships.
- maintain the same calm and consistent approach, whilst maintaining respectful boundaries.
- encourage a child to reflect on what has happened but not do so in a way that induces shame and help a child to learn to apologise when it is appropriate.
- model what a child should expect from other human beings and show how to respond productively when this expectation is not met.
- plan ahead, knowing that any absence or time out of school will have a negative effect on their progress

Identification of Pupils for Targeted Support

Children and young people may have additional support needs if they are unable to benefit from their school education without help beyond that which is normally given to children or young people of the same age. Additional support needs might arise at any time during their school life. The circumstances where targeted support is necessary are different for every child and something that affects one child's learning could have little or no effect on the learning of another.

In addition to information provided in reports, safeguarding reports, behaviour plans and EHCPs, the following are example of situations that may give rise to additional support needs:

- Learning environment – e.g. the child does not have access to an appropriate curriculum or has English as an additional language.
- Family circumstances – e.g. there has been a family breakdown, the child is a young carer, the child is being looked after or there are housing issues in the family.
- Disability, Learning Disabilities or health needs – e.g. motor impairment, dyslexia, ASD, mental health problems, temporary or longer-term physical conditions
- Social or emotional problems – e.g. bereavement or loss, anxiety or depression, physical or verbal aggression, sexually inappropriate behaviour.

All looked after children are considered to have additional support needs unless assessment concludes that they do not. Identifying additional support needs takes place in close cooperation with the home school, therapeutic services and other agencies in contact with children and young people. It is important to identify additional support needs as early as possible, as early action is helpful in its own right and can help to prevent further difficulties developing later.

Pupils in need of targeted behaviour support are identified through our Graduated Response to Behaviour, using the 4 stages outlined in this policy. Core aspects of pupil support are summarised below:



Time In Rather Than Time Out

Our approach to behaviour management emphasises "time in" over "time out." If a pupil needs to be removed from the classroom due to behaviour concerns, they are supported by trained adults rather than isolated. This ensures that pupils receive guidance, reflection, and an opportunity to develop more appropriate behaviours. Any removal from classes is rare in SHS due to small class sizes and the high prevalence of 1:1 work.

Universal Provision

Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success. Through the implementation of universal provision techniques, we aim to establish clear classroom expectations, provide consistent support, and engage in proactive interventions to address behavioural challenges promptly. Some of our menu of universal provision includes;

Use of ELSA/Nurture

We employ Emotional Literacy Support Assistants (ELSAs) and Nurture programs to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.

The role of the ELSA at SHS is to:

- encourage the development of positive social relationships with both peers and adults.
- provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.
- provide a safe, calm and nurturing environment, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupil, while keeping them in close contact with their base class.
- support pupils to understand their behaviour, that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- provide learning experiences through the nurture principles.
- develop knowledge of the particular needs of the child and seek advice from the SENCo, Class Teacher and outside agencies.
- aid access to the full range of learning experiences both inside and outside the classroom, using modified materials as required e.g. worksheets, games, visual prompt cards etc.
- organize and maintain an inclusive learning environment across the whole school environment.
- provide positive reinforcements, praise and rewards to pupils.
- facilitate inclusion in small group activities with peers and support interaction between them.
- understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- maintain confidentiality and sensitivity to the pupils' needs but have regard for the safeguarding procedures of the school.
- carry out duties related the role as directed by the Headteacher.

Small group interventions

Along with small group interventions for literacy and numeracy (e.g. a booster group for reading / Hamish and Milo) school staff can implement behaviour intervention groups, working with a small group of students on their behaviour. Such groups can have a significant impact on children's behaviour and emotional well-being.

Depending on the group, the focus could be on things such as:

- managing feelings and resilience
- improving social skills
- developing attachment

Before starting the intervention, staff should:

- set a clear, specific target and be clear about the outcome so that success can be measured.
- start a before/after assessment to judge whether the intervention worked or not.
- expect to run the intervention to run for as long as the child is in the care of the school (i.e. as long as possible).



1:1 Teaching

1:1 teaching is most often used in the outreach service, bedside teaching (G Level, Piam Brown) and/ or at alternative provisions. The positive benefits of 1:1 teaching on student behaviour can include:

- The student's voice feels heard: Conversations tend to be more student-driven where the student might feel they have more control over the questions they ask and the feedback they receive from their teachers.
- Low stress environment frees students from the fear of failure: Through one-on-one interactions, students learn to trust their teachers and are given a safe space to openly share. There is less fear of "wrong" answers or silly questions and of the students being themselves.
- Avoiding overstimulation and eliminating many distractions: Without the distraction and overstimulation of a room full of peers, students are able to focus all of their attention on their teacher and the material being learned.
- Teachers adapt to the student's communication style: 1:1 interactions give students good opportunities to practice inter-personal communication. It can help behaviour when the teacher "speaks the language" of the student.

Zones of regulation

- Teachers may initiate, introduce or support work already completed in home schools on Zones of Regulation, an intervention which helps children to manage difficult emotions. These may also be used in conjunction and agreement with NHS therapeutic interventions delivered to children during their hospital admission (e.g. Occupational Therapy). The Zones of Regulation aim to teach children strategies to help them cope with various feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'. The Zones of Regulation are:
 - Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
 - Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
 - Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
 - Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

Pupil Transition and Development

Induction

New pupils often need emotional and behavioural support so that they can settle into the new school environment and become effective learners in as short a time as possible. A carefully planned induction period is essential for all children and families new to the school, due to the health and emotional challenges associated with a hospital admission or following a period of non-engagement in education. Some children might not be familiar with all of the subjects taught and what is expected of them and some children may have had their schooling experiences interrupted and won't have recent knowledge or experience of school routines. Getting the pupil started in a positive way will improve their chances of making good progress in the long run.

Key elements of the induction process are to:

- collect as much information as possible prior to admission and establish academic baselines.
- help with settling in and familiarise new students with school organisation and routines. At Bursledon House, most new students usually start their schooling late on a Monday morning.
- establish good contact with the parents by providing relevant information in the form of an Induction/ Information Pack. For all outreach students, there is an initial formal meeting with parents and the home school to establish routines, timetables, subject areas to be taught etc.
- Encourage parents to visit the school with their child prior to admission (this may occur after a meeting or therapy session).
- Providing social stories or online tours /question and answer sessions, especially for children with additional educational needs



Outreach teachers complete an initial questionnaire and sensory checklist with students to establish any potential mental health barriers. Other students might complete a “getting to know you” or “I wish my teacher knew” form which could help establish behaviour baselines. For students taught at bedside, the teacher completes a comprehensive initial assessment and introductions to both the student and parent/s.

Reintegration/ Reduced Timetable

Typical behavioural markers applicable to outreach students help teachers establish the readiness of the students to reintegrate at their home school or in a new educational setting:

- A student unable to form social relationships with peers would likely not be able to come to school at all. They would need to be with an adult at all times and to be accompanied on and off the school site.
- A student who has some contact with one or more friends, in or out of school, might need an adjusted timetable (up to 25%). The student might be in a learning base all the time and unable to work elsewhere.
- A student who is forming connections with other peers in a protected setting might need an adjusted timetable (attending up to 50%). The student might be mainly in a learning base but still attending some classes. They would need support moving around the school
- As student able to work with others in the context of a lesson might manage almost a full timetable (Up to 75%). They will be mainly in lessons, with small amounts of time in a learning base. Most transitions will be managed by themselves.
- A student who has got to the point of maintaining friendships will hopefully be able to work with others in the context of a lesson and manage a full timetable up to 100%. The student could manage transitions independently.

Exclusions/ Return from exclusions:

For inpatients at the Hospital, the Headteacher may refuse education to a pupil on the ward for a fixed period if the pupil contravenes the school’s behaviour policy but this does not amount to an exclusion under DfE regulations. Pupils who are referred by their home school for outreach tuition from SHS can be issued an exclusion under DfE regulations by their home schools. The Headteacher can exclude but this would only be considered in exceptional circumstances in response to a serious breach or persistent breaches of the school’s behaviour policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In the unlikely event that the behaviour demonstrated meets the threshold for an exclusion there will be immediate consultation with the pupil’s home school. This may include a review of the pupil’s dual roll at SCHS to ensure a cooperative approach to address challenging behaviour. This would also include consultation with the Local Authority through the Medical Needs Outreach Panel. Alternative sanctions to exclusion listed above will always be considered.

Exclusion from school in any form will be a last resort. Where exclusion is considered necessary, the school will consult the DfE on guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England. In most cases, return from exclusions would be subject to risk assessments and might include a reduced timetable – at least to begin with.

Alternative Provision

SHS is classed as Alternative Provision as all pupils are dual registered (pr guest pupils) temporarily. SHS will not, therefore, commission another AP placement for pupils. This remains the responsibility of the school they are registered with as their main education provider.

Expectations and Reasonable Adjustments for Pupils with SEND

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school’s Behaviour Policy recognises the importance of individualised support for pupils with SEND. In line with the school Graduated Response to Behaviour, this individualised support can be given through;



Targeted IBPs and Risk Assessments

Students with known challenging behaviour, a medical condition which affects behaviour patterns, special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e., is a risk to themselves) may be the subject of an Individual Behaviour Plan and/or Individual Risk Assessment. The plan sets out specific ways in which the behaviour is managed whilst on school premises and during any off-site visit. Planning positive and proactive behaviour support, through the drawing up of an individual behaviour plan for more vulnerable children, reduces the occurrence of challenging behaviour and the potential need to use reasonable force. Wherever possible and appropriate, the student concerned will also be involved in creating the Individual Behaviour Plan.

Provision Mapping

SEN Provision is mapped across the four areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory & Physical

Using the Pupil Profile, teachers make records of a child's SEN (including behaviour) as well as the provision put in place and record teaching, interventions, outcomes and progress. Teachers should keep evidence of learner progress, maintaining a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Progress should be reviewed at least half-termly, sometimes with support from the SENCO. Where a learner is receiving SEN support for behaviour, schools should talk to parents regularly to set clear outcomes and review progress. Behavioural targets for progress should always be:

- Specific
- Measurable
- Achievable
- Realistic
- Timed

Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at Our School. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

EHCPs (Education, Health, and Care Plans)

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health, and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

Child-on-Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.



Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment, and violence.

Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance, and empathy are core values. Our efforts include:

- Regular staff training on recognising signs of abuse and effective interventions.
- Age-appropriate lessons and discussions on healthy relationships and respectful behaviour.
- Encouraging open communication between pupils, staff, and parents to report concerns promptly.
- Establishing clear expectations for behaviour through our school's values and rules.

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- Providing immediate support to the victim, ensuring their emotional and physical well-being.
- Investigating the incident in a fair, confidential, and impartial manner.
- Implementing appropriate sanctions and interventions for the perpetrator.
- Involving external agencies and professionals when necessary to provide additional support and guidance.

We understand the importance of maintaining confidentiality when dealing with child-on-child abuse cases. All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

Use of Force and Powers to Search

We are committed to maintaining a safe and respectful learning environment for all pupils and staff. To ensure the appropriate and responsible use of force and powers to search within the school premises, we adhere to the guidance provided by the Department for Education (DofE) and follow a comprehensive set of policies and procedures.

DfE Guidance:

Our school's use of force and powers to search policy is guided by the Department for Education's statutory guidance on "Use of Reasonable Force" and "Searching, Screening, and Confiscation." We strictly adhere to these guidelines to ensure that any use of force or searches conducted on school grounds are lawful, proportionate, and respectful of individuals' rights and dignity.

Training for Staff:

To effectively implement this policy, all staff members who may be required to use force or conduct searches are provided with appropriate training. This training is designed to ensure that staff members have a clear understanding of the legal framework, the principles of proportionality, and the techniques required to safely manage situations that may require the use of force or searches. No medically risk-assessed techniques will be carried out by SHS staff as these will always be delivered by trained health professionals on site. For outreach students, parents (or an agreed responsible adult) must be present for all teaching sessions, meaning that SHS staff do not require the use of such techniques. This is agreed by all parents before teaching commences.

Our school's behaviour policy is designed to create a safe, respectful, and inclusive learning environment for all pupils. It is our collective responsibility to uphold these standards and values to ensure that every pupil can thrive academically and personally. By adhering to this policy, we foster a culture of respect, for our school values of compassion, resilience and aspiration that will serve our pupils well in their academic pursuits and throughout their lives.



Appendix A Graduated Response for Behaviour with Distributed Leadership

Stage	Provision required	Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	<p>Targeted observations for behaviour carried out and recorded.</p> <p>Subject engagement analysis to support bespoke planning</p> <p>Liaison with family, health and home school colleagues to determine the possible communicative functions of behaviour (both observed and reported by previous settings)</p>	<p>Reviewed in medical meetings, pupil progress discussions and outreach review meetings</p>	<p>Class Teacher Headteacher (outreach)</p>
2	Early intervention targeted support	<p>Use of Risk assessment to determine problem behaviours, frequency and severity</p> <p>Inclusive Teaching Checklist used to support access to classroom access</p> <p>reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour</p> <p>Discussion with Inclusion Team at fortnightly mutli-disiplinary Medical Needs Panel for outreach students</p> <p>Individual modifications to the curriculum to support engagement</p> <p>Use of pupil specific provision map using individual checklist</p> <p>A cause for concern recorded on Bromcom</p>	<p>Reviewed in medical meetings, pupil progress discussions and outreach review meetings</p> <p>Interventions recorded on the pupil profile</p>	<p>Class Teacher Headteacher SENDCO</p>
3	Targeted, additional support – Staff specific responses	<p>Continue to collect behaviour incident logs</p> <p>Behaviour response plan to be written . Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil)</p> <p>Emergency protocols for positions of danger</p> <p>School ELSA Support / Nurture intervention support</p> <p>Escalation to UHS medical teams / key workers / home school SENDCO / home school DSL</p>	<p>SENDCo and Headteacher involvement</p> <p>Reviewed at pupil progress meetings and medical meetings with Headteacher and with SENDCO</p> <p>Interventions recorded on the pupil profile</p>	<p>Class Teacher SENCo</p>

		<p>Escalation at Inclusion Team at fortnightly mutli-disciplinary Medical Needs Panel for outreach students</p> <p>Pupil profiling – identifying pupil strengths and needs in line with EHCP criteria areas</p> <p>Consider multi- agency support / TAF / TAC / LA referral if not already in place</p>		
4	Targeted, intensive additional support	<p>IBP written with SENCo, Headteacher and health staff support</p> <p>Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS.</p> <p>Personalised behaviour targets</p> <p>Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</p> <p>Consider request for statutory assessment and EHC Plan</p>	<p>SENDCo and Headteacher involvement</p> <p>Reviewed at pupil progress meetings and medical meetings with Headteacher and SENDCO</p> <p>Interventions recorded on the pupil profile IBP</p>	<p>Class Teacher SENCo SLT</p>