St Hugh's School

Behaviour policy

Reviewed Autumn 2026 Next review Autumn 2027

ST HUGH'S RELATIONSHIPS AND BEHAVIOUR POLICY

"The most effective schools seem to be those which have created a positive atmosphere based on a sense of community and shared values" – Elton Report.

At St Hugh's School we believe in creating a positive environment for children to live and learn in and where staff interact positively with children.

The Purpose of the policy

The purpose of a relationships and behaviour policy is to improve and maintain acceptable behaviour and positive relationships. It is a point of reference which can be used by staff to establish and implement a solution-focused approach to positive, child–centred behaviour support and clear systems of rewards and logical consequences, **relevant to the individual**, enabling them to create a safe and inclusive learning environment.

In implementing the Relationships and Behaviour Policy we must be clear that each student is valued and that it is the anti-social behaviour being addressed and not the student.

Hence, we start from a perspective that respects the child's rights and that staff should work positively and confidently with children and find the least intrusive way possible to support, empower and keep children safe. In order to do this at St. Hugh's, we believe that the following points are paramount to this:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, to use a range of supportive strategies to deescalate the behaviour

Introduction

Reducing challenging behaviour and dysregulation is a realistic concept, eliminating it completely is not. Children have a need to discover where the boundaries of acceptable behaviour lie and it is natural for some to test them. It is vital for these boundaries to be clearly established and the school's response to be consistent, so that the students are not in any doubt as to what is and what is not acceptable behaviour. This is clearly demonstrated in each classes students' aims. **It must be understood that our students do not enter the education system from the position of a level playing field and as there is no baseline assessment of previous and present life experiences and living conditions, they will therefore need to be treated as individuals.** We believe that we will reduce challenging behaviour by building positive relationships and promoting positive attitudes, with members of the school community adhering to the student aims and school values.

At St Hugh's we aim to provide a safe, happy and stimulating environment where each child is able to reach their potential. We also promote an ethos of inclusive practice by striving to ensure that:

- everyone is made to feel welcome.
- students help each other and feel that their views are valued.
- staff collaborate with each other.
- staff and students treat each other with respect.
- there is a partnership between staff, parents and governors.
- local communities and relevant educational establishments are involved with the school.

Our Strategies for Promoting a Positive and Inclusive Ethos

In order to give the students a sense of belonging, it is important to provide a warm, friendly environment, which students regard as their own. Those with limited literacy / communication skills have the security of accessing information by the use of symbols, pictures or photographs supporting the written word. Individual timetables, support strategies, interventions, emotional regulation development, sensory profiles and reward charts aid focus and foster an improved level of self-regulation.

Representatives from each team are elected annually to serve on the school council to provide a democratic sounding board for individual views.

Personal, Social and Health Education (life lesson) is timetabled weekly, during which students are taught to develop self-esteem, self-control and social skills, including the use of appropriate self - expression and self-regulation strategies.

The school values and school motto are promoted throughout the school day and within classroom. Praise is given when these are modelled as well as teaching about these through my outcome lessons and assemblies.

Tangible rewards are earned for positive behaviours and demonstrating the school values in the form of positive verbal praise, merits and certificates. Once a student has achieved 10 merits, they complete a merit card. Once a merit card is completed, students are then able to choose a reward within class. These vary within classes as students have ownership of the rewards they are working towards. Rewards may include: additional time for sports activities, soft play, sensory room, dip in the tin and non-uniform days (which are taken on a Friday). Merits are achieved throughout the school day and can be given by any member of staff. On a termly basis rewards are implemented for the termly attendance prize and school value awards. These are awarded in full celebration assemblies at the end of a term.

Where a student has been identified as requiring additional support a positive behaviour support plan, temporary personalised learning plan or reward chart is introduced to support the young person. Teaching staff and others working with our students should ensure that every effort is made to maintain a sense of dignity and self-respect when supporting a young person who is dyregulated.

Promoting Acceptable Behaviour

To promote a solution–focused approach and promoting acceptable behaviour, staff should seek to;

- devise a child centred and carefully differentiated curriculum
- consider the pace of lessons and the appropriateness of materials
- provide a range of exciting and worthwhile rewards for good behaviour
- deliver active, practical lessons whenever possible, making good use of expertise and creativity
- analyse their practices, seeing differences as opportunities for learning – students who do not "fit in" can be accommodated and made to feel accepted
- scrutinise barriers to participation, taking care that the 'messages' given suggest that students' views are valued
- have realistic expectations of each pupil – some may need short periods of suitably differentiated work/personalised programmes followed by regulation strategies to avoid further dysregulation.
- recognise potential points of dysregulation and aim to reduce the risk by using de-escalation techniques. Such as skilful positive comments, humour or change of position
- develop a language of practice, sharing common educational values, referring and collaborating with each other in a non-judgemental way, spending time in each other's classrooms and discussing the most effective strategies.
- be fully aware of the strategies for a child having a positive behaviour support plan, in order to provide every possible means of support. This will be implemented alongside an individualised risk assessment.

The purpose of education is to;

- teach to allow the development of knowledge and skills
- create a common cultural heritage and aesthetic/spiritual awareness (SMSC)
- foster political awareness, parenting skills and an understanding of meritocracy
- promote social skills, showing tolerance towards others and demonstrating how to contribute to society
- meet the needs of employers (WRL) and prepare them with the skills required for adulthood
- help people to behave acceptably and act within basic laws, realising the consequences of their own actions

Students 'opting out'

For students with behavioural difficulties, educating their behaviour is as important, or more so, than educating the academic. Their behaviour may be for a variety of reasons including:-

- lack of understanding
- personal well-being (e.g. hunger, discomfort)
- disengaged
- retaliation
- low self esteem
- not sharing school goals, aspirations or values
- Needs related to their diagnosis
- impact of complex family or personal / mental health problems
- Medical / mental health issues
- dysregulation

Addressing the issues

Some of the issues can be addressed at a system level by tracking and monitoring to identify patterns in behaviour which can then be addressed through:

- modifying curriculum and delivery
- getting policies right
- staff CPD
- gathering the student voice
- realigning perceptions of how we are preparing our students for adult life
- contacting outside agencies
- working closely with parents/carers
- bespoke intervention plans to address individual needs
- Individualised risk assessments which address the student's specific needs and strategies
- Updating staff skillset with regular CPD e.g. SEMH, mental health awareness and issues associated with this
- Support from our three-tiered graduated approach to support behaviour: Universal, targeted and specialist. (Appendix 1)

The Challenge

Having addressed all these possible issues and implemented the above strategies, there will still be a small number of students who will not be accommodated by the system.

These may fall into one of two categories;

- those whose behaviour is consistent, logical and understandable by their background values
- those who require increased specialist input

Various support agencies are contacted, and the parents/carers are asked to attend a formal meeting (EHCP, CIN, CP meetings) which could also include the social worker, educational psychologist or other relevant contact.

After exploring every possible avenue of support for the child and the family, then the headteacher needs to decide, along with all those involved with the child, the best course of action. This may include suspension based on formal guidelines given by

the government. It is important that detailed records of behaviour are kept as evidence to support any decision made. This is recorded on CPOMs. As a last resort, permanent exclusion is decided upon which is based on formal guidelines given by the government and with the approval of the Chair of Governors of the school. , . The Authority Education Officers are involved in this procedure and are responsible for the subsequent arrangements for the education of the child. If suspension has happened. A reintegration and clear plan for the young person takes place to support them returning to school. Alternatively, it may be identified that our provision can no longer meet the needs of the individual which

Positive 'Crisis' Behavioural Management Strategies

Please click on the following link for our Positive 'Crisis' Behavioural Management Strategies

https://www.st-hughs.n-lincs.sch.uk/policy/positive-crisis-behaviouralmanagementstrategies/

School values for students

The ethos of the school is encompassed in the school values which are displayed within each classroom.

We encourage students to make every attempt to demonstrate behaviours associated with each school value. This will result in students being rewarded by stickers, tick charts, merits and chosen activities.

For some students, periods of internal exclusion on the school premises may be a course of action to adopt. This is logged on CPOMS. Internal exclusion/isolation. This may happen alongside our restorative practice following each incident and will provide students and staff the opportunities to rebuild relationships, discuss their feelings and identify reason as to why the behaviour was demonstrated as well as exploring alternative behaviour if the antecedents were to happen again.

Classroom Expectations

The school's values are shared with all staff and students each year and displayed with accompanying symbols. All staff working with the team should be aware of these and promote students to display these. Students should be encouraged and reminded to behave in an acceptable manner so that teaching and learning can take place. How our school values are demonstrated within St Hugh's is shown on appendix 2.

It must be remembered that St Hugh's is a **special school** and that the students have been deemed unable to cope with a mainstream curriculum for the present, therefore the content and length of lessons and activities should vary according to the needs of the student. Some students will need very short tasks well within their capability,

followed by a change of activity. Others may require the facility of a quiet workstation, void of distractions, at which they perform set tasks with the aid of a visual timetable or adult supervision.

Ordinary day-to-day behavioural problems are dealt with as they arise, and students are given the necessary encouragement and support as required.

Sometimes, ensuring that the physical environment for children is safe and secure and protects them from harm or the risk of harm, may result in the restriction of the child's liberty of movement (withdrawal). At St Hugh's "children do not have their liberty unnecessarily restricted". St Hugh's employees have a legal duty of care and there may be rare occasions where a course of action is taken to support a challenging young person by guiding them to a safe area so the risk for the young person, staff and students is kept to a minimum. If this action is necessary, a student will be continuously monitored by SLT and all incidents will be logged in details on CPOMS.

A positive behaviour support plan is devised for students where normal classroom procedures are not working; this is then shared with parents for approval. The views of parents and other agencies (involved with the student) are discussed when strategies and support systems are being implemented. These are circulated to all staff teaching the class regularly and supply staff are made aware of them. The PBSP indicates how these particular students can be supported to take part in the lessons to which they are entitled, and every effort should be made to follow them. PBSPs should be read by all team staff at the start of the year and annotated termly with updates.

In some cases, the behaviour exhibited by an individual may be the direct result of sensory or anxiety. We work closely with external agencies to identify alternative supportive measures. For some students, this may result in personalised plans / programmes / risk assessments to support their specific needs. This is in conjunction with teaching and allowing students to develop their independence and safely risk take, in order that they may learn how to make the correct choices.

Sometimes staff will seek occupational therapy oversight and training, to make children's lives more comfortable. Sensory rooms can offer some children really positive experiences. Specially adapted wheelchairs and seats provide postural support that improves children's inclusion in their surroundings. Weighted and non-weighted blankets can help children to block out unwanted sensory information and feel more secure.
If and when this kind of equipment is used, staff should take account of how well they know and use the child's occupational therapy or sensory programme and how children are able to contribute to any review of that plan. For children who are using any kind of additional equipment, staff should constantly observe the child for signs of distress and take prompt action to alleviate their discomfort.

In extreme and challenging circumstances, the school will follow input form the crisis behaviour management strategies to support a young person and reduce a risk that may be presented. As with all actions, the school will act lawfully, reasonably and proportionately in all cases.

Breaktime expectations

Students will be reminded to:

- go to toilet before break
- walk onto the playground with the teacher/teaching assistant
- respect others when playing games and keep their hands and feet to themselves
- refer problems to staff
- line up sensibly in their team bases and wait for staff to arrive to escort them in.

All of our students are encouraged to interact in a socially acceptable manner. This is a skill which needs to be taught, the same as any other, therefore staff on duty need to involve themselves actively in games and activities, which will foster positive relationships and include isolated individuals needing friendship and enjoyment. Some students find large, active groups difficult to deal with and need personal space on the perimeter of the yard in order to remain calm. Staff may attempt to involve them but must also respect their personal choice. All students are expected to spend their breaks in an age–appropriate manner, although many of them still need guidance and direction on how to interact with their peers.

Incidents of any bullying on the playground are regarded as serious and are recorded on CPOMs. Again, some students may need separate arrangements.

Students displaying unacceptable behaviour on the playground will be supported through logical consequences to support the restorative practice.

Lunchtime Behaviour

Lunchtime staff are expected to have read the morning briefing email (x3 per week).
All students are expected to behave respectfully towards lunchtime staff, who will encourage them to speak quietly at the table and show good manners.
All lunchtime staff follow the school behaviour policy. Any issues of behaviour are reported to the TA4 in charge of lunchtime/SLT or recorded on CPOMs.

Pathway 3 students have their lunch in the first sitting, after eating, students are directed to leave the table and go out onto the yard. They then access lunch clubs for the second half of lunch.
Pathway 1 and 2 classes access lunch clubs first before they then have lunch in the second half of the lunch hour.

A recording log for behaviour is set-up on CPOMS. All staff have access to this and if not, staff are made aware during the induction process that they are to record this issue on paper before another member of staff uploads it onto CPOMS on their behalf.

Child on child abuse allegations

All staff should be aware safeguarding issues can manifest themselves via child-on child abuse. This is most likely to include, but not limited to: bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.
Staff should be clear as to the school's policy and procedures with regards to child on-child abuse. (Keeping Children Safe in Education 2025). The sanctions and support we have in place contribute towards our culture where sexual harassment and online sexual abuse is not tolerated.

Allegations made against staff.

At St Hugh's we recognise that staff can support students in a range of situations dependent upon the behaviour that has happened. If an allegation is made against a staff member by a student, this will not be dismissed but addressed in a diligent approach dependent upon the context of the situation and allegation and respectful of the individuals concerned. Action may include but is not limited to:

- detailed recounts
- an informal investigation into the incident
- additional training for identified staff members
- seeking further guidance and support from HR partners and/or LA LADO

This is supported by the process stated in appendix 5 of the safeguarding policy and support for the wellbeing of the staff member as stated within the complaints policy and staff code of conduct.

Allegations of abuse made against other pupils

At St Hugh's we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but the child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting),

(see also Child Protection policy, Anti Bullying policy, E-Safety Policy)

In order to minimise the risk of child on child abuse we should:

- Challenge any form of derogatory or sexualised language or behaviour physical, verbal or online.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and
initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils know they can talk to staff confidentially
- Ensure staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves

Behaviour on school transport

- A member of staff is on duty am and pm to monitor behaviour and support the transition to the bus. If students are not behaving in an appropriate manner, parents are informed via transport.
- The headteacher/SLT/learning mentors meet regularly with representatives from transport to discuss any potential challenges and work collaboratively to problem solve issues.

Home/School support

The role of the parents/carer is considered to be most crucial and influential to the well–being/behaviour of our students. Parents/carers are consulted at regular steps of the development of a student's behaviour management/progress, via phone calls/home/school app/individual meetings.

Parents are also asked from time to time to complete a questionnaire regarding their opinions about the school.

We hope that parents will:

- be involved and support us in helping to meet our school aims.
- feel confident that everything is being done for their child to make sure that they are happy and safe at school.
- be informed about and fully involved in every aspect of their child's school life.
- attend parents' meetings and to be aware of their entitlement to be either nominated as a Parent Governor or volunteer to be on the committee of 'Friends Of St Hugh's'
- feel welcome at FOSH events or volunteer to help in school (subject to the usual DBS vetting procedure).

Given that many of our parents have difficulties with transport, every effort will be made to enable them to attend meetings.

The school app is used to communicate regularly with home and send general information home and reply slips.

Role of the headteacher and deputy/assistant headteachers

The ethos of the school is influenced firstly by the governors and headteacher, who gives a clear sense of direction and transmits high expectations to staff and students, promoting positive behaviour by supporting staff with pupil rewards and consequences, making it clear to the school community what is expected of them.

The headteacher and Senior Leadership Team are responsible for implementing overseeing and monitoring the positive behaviour systems linked to the curriculum and to the targets set in the School Development Plan.

They ensure regular analysis of behaviour and review of procedures/plans/curriculum delivery for students needing a revised positive behaviour support plan and specify criteria and responsibilities for referral to support services. SLT meet termly with representatives of the governing body to present an overview of behaviour/supporting strategies regularly, where any issues are discussed and the school's practice is scrutinised with regards to the strategies currently being used to ensure practice is consistent and relevant.

They establish support for teachers including health & safety issues and support following violence/restraint of students and implement a comprehensive training package to enable staff to be aware and keep abreast of new initiatives in behaviour support, ensuring that the appropriate guidelines are followed when, as a result of an incident of a more serious nature, a student is excluded. (See Government / LA guidelines).

Searching, as per DfE Searching, Screening and Confiscation Advice for Schools July 2022

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules to identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;

- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- • pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

Our school rules also prohibits the following items:-

- E-cigarettes;
- Vapes and
- Mobile phones

Mobile phones in school (in line with the DfE guidance published February 2024)

Mobile phones risk unnecessary distraction, disruption and diversion. By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.

On entry to the school each pupil will hand in their device to school staff and these are then collected at the end of the school day.

Please see '**Searching, as per DfE Searching, Screening and Confiscation Advice for Schools July 2022'**

Any breach of the acceptable user agreement by a pupil may result in the confiscation of their device.

This guidance is in line with our online safety policy student acceptable user policy and safeguarding and child protection policy.

The role of the team base teacher and support staff

- From the moment a student joins our school community, the team base teacher is responsible for promoting, rewarding and recording good behaviour and keeping a keen eye on personal relationships with adults and peers.
- After every school holiday the team base teacher reminds the students of the students' aims expected and of the rewards for good behaviour.
- Support staff log incidents and keep merit reward systems up to date.
- Each class has a weekly PSHE session during which time is given to teach appropriate personal and group behaviour (discuss the thought of the week)
- The team base teacher regularly informs colleagues of concerns and support strategies at morning updates.
- Careful logging of areas of concern and parental/agency contacts are vital to protect the interests and well-being of the child and members of staff and the DSL and DDSLs are informed immediately of safeguarding issues.
- The team base teacher is responsible for providing a stimulating, caring environment for students and ensuring that a **POSITIVE** ethos prevails.
- Support staff to encourage and promote these positive values providing consistency between teams and subjects, whilst allowing for individual teaching styles across the school.
- More information for new TA's can be found on the allocated Chromebook within each classroom for key student information.

The involvement of support services

Should a student be in need of outside support, contact is made with:

- Education Inclusion Service – in circumstances relating to home/parental support issues
- Educational Psychologist – relating to Educational/Learning/Behavioural modification programmes
- Clinical Psychologist – relating to issues of mental health and strategies to support students
- ISDC Independent Service for Disabled Children – if students and/or their parents need particular help with problems of a learning disability or mental health issues
- The paediatrician who runs clinics at the school to monitor health and developmental issues. (Staff refer students to the doctor as necessary
- Speech therapy for communication difficulties
- Trained therapists who are employed to work with some adolescents experiencing difficulties with self-esteem
- Community police – re issues regarding public safety and the law. (PCSO)
- Life Coach – to help students focus on solution focussed approaches to issues they may be facing and long-term goals

- CAMHs
- Taekwondo 1:1 sessions to support self - discipline and promote confidence / self-esteem
- Clinical Psychologist – to offer bespoke programmes of support to children who have issues relating to significant trauma, when identified and commissioned by health

Tackling Bullying, Racism, Sexism

(See LA Guidelines and Policies and PSHE Schemes of work, Anti Bullying Policy)

Bullying is: 'deliberate and hurtful behaviour which is repeated often over a period of time. It is difficult for those being bullied to defend themselves'.

Bullying can take many forms:

- physical – hitting, kicking, pushing, inappropriate touching, taking belongings
- verbal – name calling, insulting, racist or sexist/homophobic remarks
- indirect – spreading unkind stories, excluding someone from social groups, gestures
- cyber – use of electronic devices to send messages/images
- LGBT phobic – making comments about a person's sexual preference

Bullying at St Hugh's will not be tolerated, and parents/carers will be informed by letter should any incidents occur. Contact with the LA's Anti–bullying team will be made as necessary, to provide support and advice to both staff and students. All Staff are vigilant in detecting incidents of bullying. These are recorded on CPOMS and senior member of staff is alerted. Positive reward systems are introduced to modify the bullying behaviour and interim measures taken to avoid confrontation/opportunities e.g. separate breaks, alternative activities (see Anti-bullying Policy).

PSHE sessions (life lessons) are timetabled to take place in all classes in KS3/KS4 these involve team–building and positive strategies for increasing self-esteem, understanding and building relationships, accepting differences, tolerance towards others and developing student's emotional literacy.

Role of Governors/LA

The role of governors at St Hugh's is to oversee and be supportive to the management of behaviour in school. They are responsible for the health and safety of the students and employees in the school and for monitoring the targets set out in the School Development Plan.

They will be fully informed of matters concerning behaviour, being able to take a full and active role in ensuring that this policy is effectively implemented.

The chair of governors is responsible for liaison with the headteacher on matters of an urgent nature, such as exclusions and strict guidelines are in place to be followed in these cases.

The LA is responsible for;

- providing information and advice to schools on legislation and national policies
- guidance and training on Child Protection
- training and support for Staff and Governors
- implementing recommendations on Annual Reviews / Education Health Care Plans and other statutory responsibilities
- the provision of support services eg EIS, Ed Psych, complex behaviour team, CTLD and school medical services.
- ● advice and support on matters of an extreme nature, by the SEN officers
- ● Health and Safety in schools and other settings
- Supporting financial requests for students requiring extra support for a personalised curriculum

Conclusion

Everyone involved in the life of St Hugh's School should take responsibility for behaviour management by being supportive of one another, providing positive role models and by a clear understanding that we disapprove of the unacceptable behaviour but **not** the child. Our starting point when dealing with any challenging behaviour is always about the child and their experiences

St Hugh's has developed strategies and policies that make the education process all inclusive. In all cases, the focus of our attention is on the rationale for the intervention (physical) and the impact of the post-incident review – that is, the experience of the child and the extent to which both staff and children experience a restorative approach following any incident, hence the school continues to reflect on and challenge our own practice.

If staff, students, parents and those involved with the school feel completely at home with the ethos of our environment, then we will have played an important part in raising each child's self-esteem, self-worth and preparing our young people for inclusion into society.

Appendix 1:

• Assess and understand the resilience baseline for the child (SDQ result). • Identify key areas of the child needs. Using the EHCP and EHCP outcomes. • Ensure classrooms and quiet rooms are calm safe and nurturing environments. Use a range of de-escalation skills to support their emotional wellbeing and readiness for learning. • Motivate an increased level of attendance and promote students to take responsibility for attending school regularly. • • Strong relationships with parents/carers (regular contact/parent app) Be positive role models and build meaningful relationships – restorative practice. Create a sense of belonging in the child (team • • base/lunch, clubs/peer mentors/assemblies) Celebrate all level of achievements. • • Introduce young people to new experiences, interests, talents and skills. Support child to recognise and manage emotions. • Expectations to be different for each child according to the EHCP Positive affirmation - use of praise, merits and • reward charts. Provide opportunities for students to express themselves in a judgement free environment. • Support to recognise unrealistic expectations. (self-fulfilling • prophecy) Staff will communicate effectively between each other in show a consistent approach -morning briefings. Displays. My outcomes lesson.	Universal
• Staff will be committed, focused and dedicated. • Staff will focus on building a strong relationship with the child and parents/carers. • • Staff will be resilient, fair and consistent. • • Encourage ways to recognise a manager motions. • • Allow child to express themselves (listen to the views and beliefs). • • Engage in activities based on specific interest and abilities. • Offer alternative workspaces, or learning breaks. Recognition of all levels of achievements. • • Opportunities to experience positive engagement with peers. • Access to appropriate therapeutic interventions. • Positive behaviour, support plans, risk assessments, safeguarding plans and sensory profiles. • Parents supported via family support or the early help process. • Daily personalised reward charts. Staff will communicate effectively between each other with a consistent approach. Establish safe/key areas in the school. Prepare for changes, i.e. routines, transitions, trips, using personalised strategies.	Targeted

• Accept that we need support. • Staff must believe in the young person, have hoped for their progress, sense of morality in them. • Support child to understand who they are. • Support them to take responsibility for their actions. • Focus on the social and emotional needs (nurturing environment, promote emotional well-being, self regulation, engaging with others) • Bespoke therapeutic interventions-weekly basis, via external facilitators. • Observations/support from by external professional and specialists. (educational psychologist, clinical psychologist, complex behaviour team, CAMHS) External positive behaviour support plan. • CIN/CP targets to be met. • Bespoke diagnostic assessments from other key professionals. (E.G. Cognitive assessments) • Daily tracking logs for behaviour and targets for students. • Avoid triggering a stress response by using strategies on the personalised positive behaviour support plan. • Support with moving forwards, restorative practice for staff and students. Support via the school nurse fast workers and health practitioners.	Specialist

Appendix 2:

At St Hugh's, our school community represents a wide and varied range of need therefore how our school values are represented will also vary. However, below are some examples of how the school values will be displayed at St Hugh's:

Respect	**Aspirational**
- Sat near to a peer for a specific period of time. - Acceptances of differences between people. - Making positive choices when out within the community. - Demonstrating and modelling Makaton to peers. - Interacting with peers who have different needs to their own.	- Positive attitudes towards learning and school life. - Recognition of their own PAP/EHCP outcomes. - Identify what they want to achieve as an adult. - Taking on a role within school. E.g. peer mentor, school councillor. - Participating in external events. E.g. sports day.
Kindness	**Resilient**
- Helping one another in a specific task. - Supporting a staff member. - Demonstrating a positive choice around school. - Using manners towards one another and staff. - Accepting people joining their own game.	- Accepting physical support during physio sessions. - Repeating an attempt within a My Outcome lesson. - Developing tolerance to a new sensory stimuli. - Accepting a change to a specific routine. - Tolerate an activity that is not of their own choosing.