



# The Evolution and Henslow School Positive Behaviour Policy

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Our school mission statement '**achieve personal growth through education, challenge and teamwork**' truly permeates every aspect of school life and influences all we do. In the context of behaviour management, teamwork is vital in ensuring the climate for personal growth.

## **Introduction**

This behaviour policy is a statement that promotes and supports appropriate behaviour in school. Through good behaviour we can build a positive ethos in a learning environment where all have respect for each other and are courteous and polite. This policy aims to support the development of a school where the structure allows for everyone to know the expectations in relation to behaviour and where learners and staff feel happy and secure at all times.

It is accepted that our learners will have varying needs affecting access to the curriculum, usually as a result of behaviour difficulties, poorly developed personal and social skills and associated difficulties. Learners all have an Individual Management Plan which details how best to support them with their behaviour for learning.

Learners with particularly challenging behaviour may receive additional support outlined in an Behaviour Support Plan (BSP). The BSP will be written by the Head Teacher or Deputy Head teacher, SENCo or tutor in liaison with the student and supported by staff, tutor, care staff, parents and other professionals. The BSP will highlight particular behaviours, triggers and ways to change negative behaviour. The BSP will be distributed to the learner's Social Worker/carer/parent etc. The BSP will be reviewed as often as is necessary to support the student.

This policy and its implementation are the responsibility of the Head teacher, Deputy Head teacher, with responsibility delegated to all staff.

## **Ensuring Good Behaviour – what the school expects:**

- Learners and adults in the school building are expected to show respect for each other, this is seen through being polite, using appropriate language, listening to each other and being considerate of each other. We recognise that some of our learners will need support to develop these good habits.
- Adults who support young people to access their education are expected to display behaviours which show they are working together in support of each learner. Where there are disagreements, all concerned should role model positive behaviours that seek resolution and understanding.
- Everyone who is part of the school community is expected to show non-biased behaviour and language which embraces the variety and difference in people.
- Everyone at school should be developing their ability to self-manage and regulate their own behaviours in a way that allows them to feel accepted in social environments, whatever their starting point.
- Where there are disagreement or difficulties, the Henslow and Evolution School expects these to be discussed, explored and resolved in a way that allows everyone to have a more positive outlook and the skills to better resolve future conflict.

We believe that high-quality teaching promotes and supports learning and good behaviour. The efforts of learners and their ensuing success will be recognised and celebrated so that all learners feel valued and motivated, creating in turn self esteem and increased morale. We will support learners to take responsibility for their own actions and to accept the consequences of their choices. We will not accept bullying presented in any form from adults or learners and such incidents will be dealt with in a prompt, consistent and firm manner.

Successful behaviour management can only operate where teachers and support staff create a partnership to consistently support the individual learner. Ongoing communication is the key to this relationship. It is important for all parties to realise that progress towards good behaviour for some of our learners may be small and we must co-operate in helping them to learn from both their successes and their mistakes. We accept that no-one is infallible and that making mistakes and wrong decisions is part of the learning process. The important thing is how we make amends for our actions and how we use our mistakes to support understanding and ongoing development.

## **Code of Conduct**

This Code of Conduct defines the behaviours we expect our learners to aspire to. It is acknowledged that for some of our learner's the acquisition of positive behaviours may be a slow process, which will require regular revisiting to support sustained development.

The code is regularly updated by the students in tutor time and through school council and tutorial sessions:

- Have a positive attitude
- Listen to learn
- Try not to swear
- No bullying
- Be a good role model
- Have fun

**Have a positive attitude.** This means:

- Show consideration for others by moving around the buildings appropriately.
- Arrive at school in the correct uniform.
- Following rules
- Leave valuables such as money or mobile phones at home, or leave with the school office for safe-keeping.

**Be a good role model.** This means:

- Behave in a courteous and orderly manner: always try to understand other people's point of view, speak politely to everyone.
- Respect other people's property
- Respect the school and its property
- Apologise if you accidentally hurt or upset anyone or their feelings.
- Show consideration for each other by keeping the school clean and tidy.
- Tidy away properly in class
- Put all rubbish in the bins provided and leave all areas tidy

**Listen to learn.** This means:

- Attend school every day.
- Working sensibly in lessons
- Follow instructions the first time
- When the teacher talks to the whole class, be quiet and pay attention
- Wait for an appropriate gap in which to ask questions, don't interrupt others.
- Work without distracting or annoying others in the lesson
- Look after your own property ensuring that you do not interfere with the property of others
- Always seek permission from your teacher before leaving the room
- Keep all four legs of your chair on the floor
- Arriving punctually for each lesson.

### **Learning and Teaching**

We consider the promotion of good behaviour as outlined in this Code of Conduct to be an essential part of fulfilling our school vision and aims. To this end we work extensively with learners through both the formal and informal curriculum to develop appropriate patterns of behaviour, self-esteem and personal and social skills. We aim to encourage mature

attitudes, independence and a sense of responsibility in all our learners, whatever their academic ability, personal circumstances or past experiences.

All learners are formally taught about personal and social relationships during PSHE sessions and the personal skills (Henslow) and Me-time (Evolution), and informally through day to day conduct, meetings and tutorials.

Learners are given the opportunity to consider their own contribution to good conduct around the school through the School Council.

Extended social, leisure and recreational activities provided through the school and homes also offer the opportunity for positive reinforcement of our behaviour policy in a less formal context.

We accept the principle that many aspects of behaviour stem from habit and so we work very hard to develop good habits in learners when they arrive at The Evolution and Henslow Schools and this is reinforced on a regular basis throughout the school year. It is important to intervene early to ensure that even the smallest rules are kept, preventing poor behaviour becoming common place, leading to greater difficulties.

All adults in the school are expected to model the highest standards of good behaviour in their own conduct around the school as our learners learn best by concrete, tangible examples.

### **A Consistent Approach**

The Evolution and Henslow School will display its basic behaviour expectations around the learning environment in order that these are shared and clear. The approach taken to respond to individuals who choose not to adhere to these basic expectations will depend on the rewards and sanctions that best suit that individual student and the situation. The school has a legal right to use detentions and sanctions that are proportionate, but when dealing with students with emotional and behavioural difficulties these decisions should be made in liaison with other adults supporting the young person and with great care.

### **Affirmation, Praise and Rewards:**

We consider it important that praise and rewards should have considerable emphasis within The Evolution and Henslow School and learners will thus achieve recognition for a positive contribution to school life. Such contribution includes sound academic work and effort, good behaviour and adherence to the Code of Conduct.

Rewards should not be limited to those whose academic work is outstanding or to those whose behaviour is always good: small improvements and effort need to be celebrated. It is acknowledged that rewards need to be appropriate to the individual, their needs and any current difficulties and issues that they are facing. Reward and celebration of achievements is meant to support self esteem and provide an impetus for further motivation and development. It is expected that good standards of behaviour will be encouraged through the consistent application of our Code of Conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

Rewards may be informal or formal: members of staff are encouraged to use a wide range of methods of acknowledging good behaviour.

To see fuller details of our Rewards System, turn to Appendix A.

In addition to various levels of rewards for good behaviour and a positive contribution to school life, we also encourage learners to take on roles of responsibility within the school. This helps to promote a sense of community, self-esteem and personal responsibility. Some learners may take on responsibilities within their own class, helping with the basic routines of classroom life.

### **Inappropriate Behaviour and Sanctions**

The Evolution and Henslow School's ethos and approach are based in attachment theory and this underpins any decisions about sanctions. Most of our young people have experienced some difficult adult relationships and it is important that any sanctions are carried out with consideration for the long-term development of secure attachments with key adults. This section of the policy also needs to be read in conjunction with school Policy on the use of Physical Interventions (Reflective Therapeutic Intervention).

Learners have a right to expect fair and consistently applied sanctions for poor behaviour: which make a clear distinction between serious and minor infringements of the Code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future, this is an underlying facet of our behaviour approach. Thus it is inappropriate to punish whole groups for the misdemeanours of a few (unless concerns around risk requires it) or to impose a sanction which is designed to humiliate a learner.

All adults and learners within The Evolution and Henslow School have a responsibility to ensure that our Code of Conduct is adhered to and that everyone in the learning environment is able to be happy and safe. To this end all adults and learners are expected to discourage unacceptable behaviour. Learners are advised about how to behave and who to speak to if they observe such behaviour or if they themselves behave wrongly. Learners are encouraged to tell the truth and to seek adult help if they find themselves in a difficult situation.

All adults in the school are expected to be familiar with our Code of Conduct and should be aware of the best ways of dealing with situations. Regular discussions occur in staff meetings to ensure a consistency of approach.

### **Sanctions and consequences**

A range of Sanctions are available to staff, depending on the severity of the behaviour that has been exhibited and the persistence of the offence. The likely consequences of failure to abide by the Code of Conduct are published in the form of a system of Behaviour Management Levels. These sanctions include:

- reprimands and warnings;

- request for apologies;
- movement within or outside the class;
- withdrawal of privileges;
- voluntary work at school
- internal exclusion;
- external exclusion (fixed-term).
- consequences put in place at home

Whilst the need for consistency is recognised as a key element of any Behaviour Management system, this is balanced by an awareness of attachment theory, the special needs of our learners and the need for an individualised approach.

Learners who deliberately and persistently ignore or break school rules despite the use of the range of sanctions available may need to be offered support in order to help them to change their behaviour in the form of an BSP or additional therapeutic work.

### **Training and support for staff**

Regular training relating to this policy and methods of behaviour management are offered to staff, both as training in staff meetings and through regular RTI training.

Teaching Assistants and other Support staff are expected to take part in training relating to behaviour management.

The promotion of good behaviour is discussed regularly in staff meetings. Similarly, individual learners who are struggling with their behaviour are regularly monitored and discussed to ensure a consistency of approach and an awareness of progress, this includes close working with the therapy team, where appropriate.

Effective teaching supported by a structured approach and an understanding of the individual needs and difficulties of the learner is a good basis for positive behaviour in the classroom. To this end we seek to provide stimulating, creative and engaging lessons at The Evolution and Henslow School, allowing learners to experience relevant meaningful education as outlined in our curriculum intent policy.

### **Exclusion and suspensions**

The Department of Education recognises that good discipline is essential in allowing all students to benefit from their education. The Government supports head teachers in using exclusion and suspension as a sanction where it is warranted.

Students may be suspended for one or more fixed term periods up to 45 days in a school year, they may also be excluded permanently. A student should never be suspended or excluded for non-disciplinary reasons such as;

- The actions of a parent or carer
- The student's additional needs or disability
- Academic ability or attainment
- The student failing to meet specific conditions before they are reinstated

However, students who repeatedly disobey their teacher's instructions may be subject to suspension.

The Evolution and Henslow School will not use unofficial or “grey” suspensions. It should however be noted that the behaviour management model used by the company does recognise “time away” as a valid tool for helping some students to self-regulate when they are experiencing behavioural and emotional difficulties. This should always be for the minimum time needed to return to their normal level of functioning.

The young people we work with have often had many negative experiences of rejection whether this is in within their family, in social settings or at school. It is with this in mind that the school will always minimise the use of this sanction, since our role is to be an inclusive setting.

### **The purpose of suspension**

Suspension will be used where it provides a very clear demarcation of unacceptable behaviour to the individual and the student population as a whole. This is most likely to be in response to the use of physical aggression. Such incidents also need careful follow up and re-consideration of risk management; suspension can provide the time and space for people to consider the best and safest way forward.

The school does not use exclusion since it has a wealth of alternative options for delivery of education programmes and seeks to continue to work with young people rather than re-affirm their life experience of exclusion.

Where education programmes are altered in the short or long term, in a planned way this will not be considered as a suspension because it is a planned action taken in support of the young person. In this instance the young person may have a change of venue for their education in the short or medium term, but this will have been considered and planned in advance. Their education programme will remain a 25 hour provision but it’s delivery may involve a range of people who can best support the young person during the period of crises. Changes to education provision to meet need will be discussed and shared with the team of professionals around the student and wherever possible recorded in the PEP. Home tuition will not be used unless specifically agreed with the placing authority and this must be recorded in the PEP.

### **Provision of work during suspension**

The Evolution and Henslow School strives to help students understand the importance of their education, it is therefore important that work and activities are provided during any fixed term suspension.

### **Exclusion records and documents**

All suspension are recorded in a log on Schoolpod and a letter sent to the person with parental responsibility. The letter must state the length of the suspension and reason for the suspension as well as including details of the appeal procedure and plans for a reintegration meeting. The suspension log will be shared with the board of directors at least annually via a board report.



### **Reintegration following suspension**

Any suspended student must have a reintegration meeting prior to returning to school. This meeting should include any relevant adults and professionals who support the young person and should be focussed on actions and strategies for future success. The Headteacher and/or Deputy Head teacher should draw up a behaviour support plan to detail what has been agreed. The school can not require that specific conditions are met before the student is re-admitted, however this does not stop the school providing expectations for future success and the reduction of any future use of suspension.

### **Proprietor responsibilities:**

The Proprietary board (The Directors) must consider the reinstatement of a suspended student in the case of:

- All permanent exclusions (not used at New Reflexions)
- All suspensions of students who have been suspended for more than 15 school days in the term, or who will have been as a result of the suspension
- All suspensions that would result in a student missing a public examination or National Curriculum test
- All other suspensions where a student would be suspended for more than five school days in the term and their parents/carers/Placing Authority have made representations

### **Bullying and Harassment**

Bullying and harassment are never considered acceptable behaviour and are taken very seriously within The Evolution and Henslow School. As an education provider we have a specific duty to tackle any form of negative discrimination. Bullying is not tolerated in any guise, including racial, religious or sexual orientation taunts. Learners are encouraged to report such incidents should they occur. Staff members are expected to report any incident immediately to the Head or Deputy head teacher and to record incidents in the behaviour log on the school's Information Management System. Sanctions will be used to indicate to the bully that their behaviour is unacceptable and further work should be carried out to educate all involved about the causes, harm and effects of bullying.

### **Links with the Student's Homes**

The partnership between the school and the home is crucial for effective promotion of good behaviour. As a school we endeavour to communicate daily with parents/ care staff concerning each child's well being.

Likewise, we encourage parents/care staff to contact the school immediately if there is a problem so that we can work together to resolve it. Where an individual learner has specific behaviour problems, carers will be involved in the development of the BSP and be asked to sign to agree to its contents before it is implemented. Any amendments requested by carers will be carefully considered.

Each student has an Individual Management Plan which guides those working with them in relation to background issues, triggers, responses that have been previously successful and the permitted restraint of that individual.

### **Searching Students:**

Head teachers and staff authorised by the head teacher have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Prohibited items at the Evolution and Henslow School are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching students with emotional and behavioural difficulties needs to be done with great care and a respect for that student’s past experiences, the decision to carry out a search should not be taken lightly and alternative responses should initially be considered, such as asking the student to take some time out with a trusted adult to try and resolve the issue. Students should however be made aware that they can be searched and for what items. If a search is carried out the adults present must follow the guidance set out in the *Searching, screening and confiscation, advice for schools, July 2022 Department for Education* and “*Use of reasonable force in Schools, 2013 Department for Education*”.

### **Schools’ obligations under the European Convention on Human Rights (ECHR)**

Under Article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

You can search a student if you are the head teacher or a member of school staff and authorised by the head teacher. You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a

person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

You can search if you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

### **Use of reasonable force**

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or causing significant damaging to property. We use Reflective Therapeutic Intervention and teachers should follow the guidance and approaches for which they have been trained.

### **Monitoring, Evaluation and Review**

Behaviour within the school is regularly monitored and details relating to individuals and their behaviours are logged. Access to the behaviour log is limited to staff members with appropriate levels of responsibility.

Any incidents of Bullying or Racial harassment are reported to the Head or Deputy head teacher and logged on the school information management system. This information is also shared regularly with the Proprietal Board.

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<i>Last Reviewed</i>	<i>July 2022</i>
<i>Next Review due</i>	<i>July 2023</i>
<i>Reviewed by</i>	<i>Head Teacher and Governors</i>

## **Appendix 2: Reward System**

All adults in the school should make a point of praising good behaviour, successful academic performance and positive social interaction when it is observed.

Students will receive a numbered effort mark and a lettered understanding mark within each lesson. These are to be recorded in the teachers' mark book and transferred to Daily Reports on Schoolpod at the end of each day. These marks are then to be sent via email to each of the houses in order that parents/care staff can follow up positive performance with rewards and explore poor performance in a reflective discussion. The points directly link to the activity money that students can earn for evening and weekend excursions where they live with New Reflexions. Parents and carers should adopt whatever linked systems best support their young person. Students receiving a 5 for effort must have been successful within punctuality, behaviour, uniform and academic performance.

Where students have done something exceptional within their academic work, in supporting others or in behavioural improvement they should be sent to the Head teacher with information detailing their success. The Head teacher can discuss and celebrate the success with the students and decide whether the action was outstanding enough to receive a head teacher's certificate.

The awards above are common to all students. Additional rewards will be used as detailed below according to what motivates each individual:

- Request for student to be entered into praise book at the home
- Recognition in the school Newsletter
- Verbal praise shared with third party and reported back to student
- Request letter to be sent by director
- Asked to take on extra responsibility within school, recognition
- Subject based merits/stickers
- Subject postcards sent home
- Phone calls to individual student's home from teacher
- Points slips for end of term reward activities

## **School Points System**

In addition to the systems detailed above the Secondary School runs a points system. Weekly themes identify how points can be earned through the week, with on-going themes around for example homework being handed in on time. A student is chosen weekly who gains double points for the week. Prizes, social trips and recognition will be provided to individuals and those scoring the highest points will take part in a reward trip/activity at the end of term.

## Behaviour Management framework overview.

Level 1 Behaviour - event	Level 1 Response Options	Where to record information
<ul style="list-style-type: none"> <li>• Lateness to lesson</li> <li>• Refusal to wear school uniform</li> <li>• Calling/shouting out</li> <li>• Occasional disruption of other's learning</li> <li>• Low level rudeness</li> <li>• One off swearing outburst</li> <li>• Minor damage to school stationery/items</li> <li>• Handling other's property without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to use verbal RTI techniques; provide reminders of appropriate behaviour and reasons why current behaviour is not acceptable</li> <li>• Discuss loss of points, consider consequences</li> <li>• Student returned home to get correct uniform</li> <li>• Suggest time away for short period with support of an adult (ideally no more than 5 minutes' time out)</li> <li>• Ask for an apology</li> <li>• Issues to be taken into school council for discussion</li> </ul>	<p><b>Record behaviour issues on daily report in comments box if it is felt appropriate.</b></p>
Level 2 Behaviour – event (behaviour concern form)	Level 2 Response Options	
<ul style="list-style-type: none"> <li>• Persistent or uncorrected Level 1 behaviour</li> <li>• Verbal abuse/bullying/intimidation towards learners/staff</li> <li>• Persistent defiance towards teacher</li> <li>• Absenting from lessons (remaining on site).</li> <li>• Failing repeatedly to follow teacher's instructions</li> <li>• Setting off the fire alarm</li> <li>• Destruction of equipment/property</li> <li>• Threatening behaviour</li> <li>• Action causing accidental physical harm to learner, peers and/or staff</li> </ul>	<ul style="list-style-type: none"> <li>• Any of responses for level 1 shown above</li> <li>• Staff to use RTI techniques around required behaviour and set targets to make expectations clear</li> <li>• Request Head/Deputy Head teacher intervention</li> <li>• Report back/discuss with parent/carer or manager</li> <li>• Record damage to property and follow up if reparation needed</li> <li>• Remove privileges/social time (if linked to behaviour) etc</li> <li>• Teacher to seek colleague support for managing behaviour/share good practice in staff meetings/therapy reviews</li> <li>• Provide work that has been missed in class to be completed for homework</li> <li>• Organise a peer meeting to resolve bullying issues, include further education around issues.</li> <li>• Consider writing a BSP</li> </ul>	<p><b>Bullying incident, even if it appears one off to be logged: In SCHOOLPOD, click behaviour log tab, click "complete behaviour log" bottom right. Fill in details and check "bullying" box.</b></p> <p><b>Level 2 behaviour issues can be recorded by checking "Event" on daily report and then completing the generated form in behaviour log, checking the "Event" box if this is felt appropriate.</b></p>

Level 3 Behaviour – Significant event	Level 3 Response Options	
<ul style="list-style-type: none"> <li>• Persistent failure to comply at levels 1 and 2.</li> <li>• Bullying</li> <li>• Deliberate damage to the structure of the building or furniture</li> <li>• Leaving the school site without permission and not as part of an agreed plan.</li> <li>• Persistent poor behaviour at all previous levels which causes severe, ongoing disruption to others' learning.</li> <li>• Throwing items with intent to harm</li> <li>• Directed threat made to a member of staff/ peer</li> <li>• Letting off fire extinguisher</li> </ul>	<ul style="list-style-type: none"> <li>• Any of the responses from Level 1 or 2 shown above</li> <li>• Staff to use RTI techniques, ensure safety of student and others.</li> <li>• Provide learner with time away from lesson and conduct RI when appropriate (head, carer or senior to support this action).</li> <li>• Set up or review student's BSP, invite appropriate involved parties.</li> <li>• Request support from house manager possibly in school support.</li> <li>• Consider alternative or reduced curriculum which better engages student</li> <li>• Use time away for learner to ensure the safety of others</li> <li>• Suspension to allow planning time</li> <li>• Follow IMP guidance for notifying others.</li> <li>• Discuss with therapists to gain further insight/guidance.</li> </ul>	<p><b>Bullying incident, to be logged:</b> In SCHOOLPOD, click behaviour log tab, click "complete behaviour log" bottom right. Fill in details and check "bullying" box.</p> <p>Level 3 behaviour issues should be recorded by checking "Sig Event (SI)" on daily report and then go to the generated form in behaviour log, checking the "SI" box. Where behaviours are part of the student's normal presentation it may not be appropriate to record at this level every time, discuss with care manager/parent and agree an approach.</p>
Level 4 Behaviour – Notifiable incident	Level 5 Response Options	
<ul style="list-style-type: none"> <li>• Persistent serious behaviour at all previous levels which causes severe, ongoing disruption.</li> <li>• Action causing intended physical harm to learner, peers, self and/or staff</li> <li>• Carrying a weapon or implement likely to be used as such.</li> <li>• Incident ending in the need for staff to physically intervene to maintain the safety of staff and students or to prevent significant damage to property.</li> </ul>	<ul style="list-style-type: none"> <li>• Any of the responses from levels 1, 2 and 3 as appropriate.</li> <li>• Staff to use RTI techniques.</li> <li>• Arrange urgent <u>meeting</u> with significant others.</li> <li>• Possible suspension to provide planning time.</li> <li>• Consider calling early Annual Review of EHCP.</li> <li>• Alternative programme of activities, change venue for education, consider response home options where appropriate.</li> </ul>	<p><b>Bullying incident, to be logged:</b> In SCHOOLPOD, click behaviour log tab, click "complete behaviour log" bottom right. Fill in details and check "bullying" box.</p> <p>Level 4 behaviour issues must be recorded by checking "Notifiable Incident (NI)" on daily report and then go to the generated form in in Notifiable Incidents tab and complete a full write up. Where care staff also need to be included in the write up then use the word document version of NI and once processed it can be attached to the log in <u>Schoolpod</u></p>