



# **St Hugh's Communication and Interaction Specialist College**

## **Positive Intervention support Policy (06/12)**

This policy has been formulated in consultation with stakeholders and should be read in conjunction with the school's Anti-Bullying 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.*

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- that every teacher will be good at managing and improving children's.

Ofsted inspectors will evaluate:

- *pupils' attitudes to learning and conduct in lessons and around the school*
- *pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability*
- *how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity*
- *pupils' ability to assess and manage risk appropriately and keep themselves safe*
- *pupils' attendance and punctuality at school and in lessons*
- *how well the school ensures the systematic and consistent management of behaviour.*

## **The Purpose of the Policy**

### **Introduction**

The aim of this policy is in promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It is a primary aim of our school that every member of the

school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Positive Intervention Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure at St Hugh's School. We believe that the purpose of a Positive Intervention support policy should attempt to improve and maintain acceptable behaviour, enabling every child to have the opportunity to interact positively.

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 management and clear systems of structures, routines rewards and sanctions, **relevant to the individual**, enabling them to create a safe and inclusive learning environment.

*In implementing the Positive Intervention support policy we must be clear that each student is valued and that it is the anti-social or ritualistic / obsessive behaviour being addressed and **not** the student. At St Hugh's we want our students to understand that it is not them we dislike but their current behaviour.*

#### **At St Hugh's School, we aim to:**

- Promote a high standard of behaviour
- Promote among pupils self discipline, proper regard for authority and acceptance of responsibility for their own actions
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment

#### **Our aims, we believe, are achieved when:**

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour
- A pleasant school atmosphere is created which is consistent and caring and in which pupils are able to reach their full potential
- The choice to behave responsibly is placed on the pupil and pupils are taught how to make responsible behaviour choices
- Pupils are provided with good role models
- Pupils and parents understand the hierarchy of consequences which are a natural outcome of misbehaviour and which are applied within the school in a calm and considerate manner

Reducing challenging / non-compliant behaviour 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. Some students with complex needs will need to be positively re-directed and taught specific acceptable routines.

It is vital for these boundaries to be clearly established and the school's response to the diversity of student needs to be consistent, so that the whole school community is not in any doubt as to what is and what is **not acceptable behaviour**. This includes not only students but staff, parents and carers.

**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 promoting positive attitudes (through CPD of staff on an annual basis on the techniques of team teach. Moreover, each member of the school community adheres to a sensible and fully understood school code of conduct.

At St Hugh's we aim to provide a safe, happy and stimulating environment where each student is able to reach his/her potential.

At St Hugh's we aim to 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, carers and governors.
- local communities and relevant multi-agency establishments are involved with the school working collaboratively

## **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 (as recognised in the recently awarded Investors in Pupils award to the school)
- Those with limited literacy skills have the security of accessing information by the use of symbols or pictures, photographs, electronic aids supporting the written word.
- Personalised programmes (incorporating 1:1 staffing) and allocated workstations are provided in some cases to foster increasingly higher levels of concentration.
- Representatives from each team are elected annually to serve on the School Council to provide a democratic sounding board for individual views.
- Focused team time is allocated daily in order for pastoral staff to track individual students' achievements and action appropriate rewards / sanctions as an immediate consequence to their behaviours. Students are taught to develop self esteem, self control and social skills, including the use of appropriate self - expression and anger – management through CALL lessons in addition to 1-1 or small intervention group work with learning mentors.
- Each Class displays guidance on appropriate and acceptable behaviour (Code of Conduct) – negotiated with the students at the beginning of the year. The rules of the “Code of Conduct” are worded positively and should be referred to frequently by staff to promote and reinforce positive interaction. (Investors in pupils – induction package also available in each room)
- Students have their own Class Notice Board, on which they can display appropriate material of their own choosing, including merits gained etc
- Year 11 students have the facility of a social common room in which they are trusted to spend breaks / lunchtimes in a sensible manner.
- Tangible rewards are earned for efforts to maintain and improve positive interaction in the form of praise, stickers, raffle tickets, merits, certificates and team base outings (Appendix 5)
- Each half term students are given a raffle ticket for each merit card that they have filled in that half term, which is then put into a whole school draw for a prize, the same applies for an attendance draw at the end of the term – for each full week that a student has had in school.
- Teaching staff and others working with our students should ensure that every effort is made to maintain a sense of dignity and self – respect.
- Parents and carers and all those working with a student having an Individual Behaviour Plan need to be fully aware of the strategies in order to provide every possible means of support. The IBP should also be shared with and agreed upon with the individual student as far as possible. Complex ASD / PMLD / SLD students may have a “Handling Plan” rather than an IBP which equally will need to be adhered to by all adults who manage the student's needs, for a consistency of approach.
- In order to safeguard - a number of students will also have a safeguarding plan, a behaviour risk audit or a management plan
- Use of the SSAT engagement profile on complex needs students to help identify the most effective way of engaging them in their learning.
- Use of the Sexual deviance checklist audit to help those students that manifest sexual deviance – enabling staff to provide a SRE intervention programme to meet their needs

## **Promoting Acceptable Behaviour**

To promote a solution – focused approach, endorsing acceptable interaction, staff should seek to;

- devise a student centred carefully differentiated curriculum
- consider the style of teaching and learning and the appropriateness of materials (exploring VAK) to ensure the delivery of active, practical lessons whenever possible, making good use of expertise and creativity
- provide a range of exciting and worthwhile rewards for positive interaction and good behaviour
- develop opportunities for total inclusive learning experiences for the wide diversity of students needs
- examine some of the barriers affecting students participation as teachers and use a wide range of skills to achieve this (Appendix 3)
- have realistic expectations of each student – some may need short periods of suitably differentiated work followed by a diversion or negotiated reward in order to avoid confrontation.
- Use the TA staff productively in a supportive manner to maximise student learning.
- recognise potential disruption and aim to ‘ head it off’ by 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, with pastoral staff.

## **The purpose of education is to;**

- disseminate knowledge and teach learning skills including adhering to specific structures and routines through the use of sequence visual communication aids.
- teach practical skills e.g. brain gym
- create a common cultural heritage and aesthetic/spiritual awareness
- foster political awareness, parenting skills and an understanding of meritocracy
- promote social skills, showing empathy tolerance and sensitivity towards the needs of others and demonstrating how to contribute to society
- meet the needs of employers
- help people to develop socially acceptable basic skills to enable them to act within basic laws, realising the consequences of their own actions

## **Students ‘opting out’**

For students with inherent social, emotional, educational and behavioural difficulties, it is more important to support their skills in developing positive interaction rather than educating the academic skills. People behave anti-socially for a variety of reasons including: -

- lack of understanding
- lack of communication skills
- low self-esteem
- personal well-being (eg hunger, discomfort)
- boredom
- retaliation
- frustration
- not sharing school goals, aspirations or values
- not seeing the relevance
- not getting anything out of it
- being totally preoccupied with complex family or personal / mental health problems
- specific complex medical issues in respect of lack of effective communication skills i.e. ASD

## Addressing the issues

Some of the issues can be addressed at a system level by;

- modifying curriculum and delivery, including teaching and learning styles relevant to specialist bases.
- getting policies right
- a well planned CPD programme that empowers staff – giving them the knowledge to support their good practice
- changing staff attitudes by developing their knowledge bases and understanding of the diversity of the needs of the students ( see appendix 3 – Classroom & behaviour management)
- consulting with and accommodating student opinion, including having advocates for complex needs (student voice)
- realigning perceptions of how we are preparing our students for adult life
- contacting /collaboration with outside agencies (use of life coaches, Educational Psychologist, play therapists)
- working closely with parents/carers/stakeholders
- developing internal supportive mechanisms through an assistant head for positive interaction and learning mentors (Appendix 1) – restorative practice, behaviour contracts, 1:1 intervention
- a strategic and rigorous monitoring system of tracking & collating evidence on student's that are following personalised programmes of support
- use of SEAL buddies to support peers

## 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 fall into two rough categories;

- **those whose behaviour is consistent, logical and understandable by their background values**
- **those who are not generally able to control their behaviour.**

Where necessary a Common Assessment is completed by the school which will result in a formal meeting of various support agencies and the Parents / Carers which could also include the Social Worker, Educational Psychologist or other relevant contact. An action Plan is agreed upon with each agency being responsible for specific outcomes / actions, and reviewed after a specified period of time.

After exploring every possible avenue of support for the child and the family, then the Head teacher needs to decide, along with all those involved with the child, the best course of action. It is important that detailed records of behaviour are kept as evidence to support any decision made. As a last resort, permanent exclusion is decided upon, 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.

## Positive 'Crisis' Behavioural Management Strategies –

(reference Behaviour management booklet – procedures & protocols on managing behaviour at St Hugh's)

At St Hugh's we believe strongly in a whole school approach to managing difficult situations. Therefore we expect staff to:

- Engage fully in annual update training of team teach
- know what they are expected to do when faced with a control loss situation, where defusion and de-escalation skills have not worked and where the child is likely to attack them, or another child, or self-injure or seriously damage property. (Ref. Team teach addendum (1) – appendix 2)

- use techniques and methods that are supported by the Senior Management Team and that provide the minimum possible risk of injury to both staff and children'. (Ref. Team–Teach addendum (1) – appendix 2 )
- have been involved in training involving positive intervention / re-directional procedures. Regular updates of these are given on Training days or at specific staff meetings.
- be aware of the volatile nature of some students, where it may be necessary in the absolute last resort to use positive physical intervention and follow an individual behaviour / handling plan
- feel capable and confident with these procedures as they may need to use the techniques taught to help the child to regain composure and reduce the risk of harm. The message behind the intervention should be, 'I care enough about you not to let you be out of control.'
- Appropriate numbers of staff are allocated to exceptional students, to ensure safety for everyone
- To utilise fully the safe spaces / quiet rooms in school for students experiencing challenges

A member of staff usually requires support; space, reassurance and guidance following a physical restraint or violent occurrence and incidents are carefully logged to protect everyone involved.

All positive physical interventions should be logged in the Incident Book in the school office and a detailed account written on a Team Teach Incident Form (See Appendix 2 – pinky).

## **Code of Conduct for students**

- The ethos of the school is encompassed in the Code of Conduct, which is displayed in each Classroom. (See appendix 1), this is reviewed on a regular basis to meet the needs and changing environment of our students
- We encourage students to make every attempt to follow common sense rules which will result in pupils being rewarded by stickers, tick charts, merits, certificates and team base outings. Some teams may employ their own unique reward system above and beyond the whole school system in an effort to improve further aspects of positive interaction specific to their particular team, or students on personalised programmes.
- Teams celebrate achievement by the allocation of rewards for full merit cards ( Ref: Merit Awards sheet Appendix 5 )
- The school celebrates achievement on a weekly basis in the form of an assembly, where certificates are awarded to successful students that have behaved in a positive manner and made good choices regarding their work and overall approach to school life.

## **Classroom Expectations**

- Class rules are negotiated and shared with all staff each year and displayed with accompanying symbols.
- All staff working with the class should be aware of these and follow them to ensure continuity.
- Students should be encouraged and reminded to behave in a positive manner so that teaching and learning can take place.
- For students presenting challenges to positive interaction there is pathway / structure in place to assist staff in managing the incident. (Ref: Appendix 1 - Pathway following an incident)

## **Yard and Social Room expectations**

Students to be reminded to:

- go to toilet beforehand
- walk onto the playground with the teacher/class assistant
- respect others when playing games and keep their hands and feet to themselves
- refer problems to staff

- Adhere to the school rules regarding the use of mobile phones and access to the social room as agreed by the student council during break and lunchtimes
- walk into the school sensibly (Staff to ensure prompt arrival onto playground to meet the class and walk in with them) – this also applies walking into school from the buses / taxi's and out to the buses / taxi's at the end of the school day

Students at St Hugh's 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 team games and activities, which will foster positive relationships and include isolated individuals needing friendship and enjoyment
- **remember** that 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, therefore a "chill out" box is available each break, supported by staff as a focal point for vulnerable, quiet students
- **try** to involve the isolated student (ASD, complex needs students) but must also respect their personal choice – SEAL buddies are elected to act as advocates for certain complex needs students to help them
- **ensure** that alternative indoor/outdoor or later breaks are arranged for students experiencing extreme behavioural difficulties. This facility is useful in order to prevent some students becoming over- excited and missing lessons following breaks. (Yr 7 are integrated slowly into breaks, PMLD, ASD, ARC students are integrated when it is applicable and appropriate to their needs)
- **monitor** that students spend their breaks engaging in activities that are age-appropriate, although many of them still need guidance and direction on how to interact positively with their peers.
- **log** incidents of bullying on the playground as they are regarded serious. These incidents should be recorded on a white slip.
- **Remember** that year 11 students have the facility of a common / social room in which they are entrusted to spend breaks in a sensible manner.

Students displaying unacceptable behaviour on the playground will receive a card call and be referred to senior management to reflect on their actions and, when calm, discuss alternative ways of behaving / reacting.

## Lunchtime Behaviour

A separate reward/sanction system is in place, which complements the daily school procedures:

- Lunchtime supervisors meet daily for an update from the Deputy Head and Senior Lunchtime Supervisor.
- All students are expected to behave respectfully towards lunchtime supervisors, who will encourage them to speak quietly at the table and show good manners.
- KS3 students (yrs 7 & 8) have their lunch in the first sitting; lunchtime supervisors are allocated a team and go firstly to the team base to support hand washing/preparation.
- Pupils are then expected to walk quietly to their allocated tables in the dining hall.
- Slow eaters are encouraged to choose their meal first, to enable them to complete their meal prior to the bell indicating team base time.
- St Hugh's employs a cafeteria system of selecting food and team tables are directed when to stand, collect a tray and choose their food.
- Students who choose to bring a pack lunch remain on their team base tables to eat their lunch with their group.
- KS3 (Yr 7 & 8) lunchtime in the hall finishes with a prayer for everyone and then quietly tables are dismissed to join their chosen lunchtime club / activity where they engage in social activities.
- At 12:40 KS3 students (yr 9) and KS4 students (yrs 10 & 11) are lined up on the yard and escorted to lunch via the toilets to wash hands and prepare.
- Students in the later lunch session, have the option to sit with their team bases, unless the lunchtime senior supervisors feel other arrangements should be made for certain students.

- At the end of the second sitting, team base staff collect their team from the hall where they are dismissed accordingly.
- The arrangements for those having a packed lunch are the same as those in the previous sitting, and KS4 lunchtime is concluded with a prayer also.
- There is a Student consequence log (Ref: white student consequence log), which is filled in by the supervisor and passed to the team teacher if an incident cannot be resolved satisfactorily.
- This incident form is to be put into the team teachers' tray, in the classroom.
- Under no circumstances must the pastoral teacher be distracted from their lesson or get involved with a lengthy dialogue with the mid-day supervisors, after lunch has ended.
- The senior management member of staff on duty is available in emergencies. Incidents at lunch are recorded on the same consequence log used by teaching staff and are logged in the office in the same manner as mentioned previously.

## **Behaviour on school transport.**

(See LA Code of Conduct for Behaviour on School Transport)

- Parents and students to sign an agreement on induction into school on acceptable standards of behaviour on minibuses and taxis.- (*reference the Home school agreement found in student journals & SHIP packs*)
- A member of staff is on duty am and pm to monitor behaviour and support the transport escorts. If students are not behaving in an appropriate manner, parents are informed and a Bus Behaviour Report card is set up to record progress.

## **Home/School Agreement**

(See Home/School Policy)

The role of the parents/carer is considered to be most crucial and influential to the well-being/ positive interaction of our students. Parents/carers are consulted at every step of the development of a student's positive interaction management/progress.

**(See Annual Review Parent Advice Sheet, Individual Behaviour Plans and Individual Education Plans Handling Plans / Risk Assessments / safeguarding plans / behaviour risk audits / management plans)**

Parents are also asked annually 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.
- Work with the school to help their child develop into a responsible, independent member of society
- Be informed about and fully involved in every aspect of their child's school life.
- Attend Parents' Meetings, Annual Reviews 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 vetting procedure).

*Given that many of our parents have difficulties with transport, every effort will be made to enable them to attend meetings (crèche facilities, etc).*

*Home/ school journals, daily phone calls home and general information are regularly sent home and reply slips signed by parents are recorded and/or filed.*

## **Role of the Headteacher and Co-ordinators Team**

- The ethos of the school is influenced firstly by the Headteacher, who gives a clear sense of direction and transmits high expectations to staff and students, promoting positive interaction by supporting staff with student rewards and sanctions', making it clear to the school community what is expected.
- The Headteacher and Co-ordinators team are responsible for implementing overseeing and monitoring the positive interaction systems linked to the curriculum and to the targets set in the SEF, Communication & Interaction Plan, SDP and SIP reviews.
- The Assistant Headteacher responsible for diversity and positive interaction has the overall responsibility of regular analysis of challenging behaviour and the review of procedures/plans/curriculum delivery for all students.
- The assistant head for Positive Interaction will have the responsibility to liaise with all staff and agencies involved to enable an appropriate support package is implemented (incorporating personalised programmes, IBP's, contracts, CAF's, CWAN's, CIN's)
- The co-ordinators team has the responsibility of supporting teachers including Health & Safety issues and counselling following violence/ and the positive intervention of students
- The school has a responsibility to deliver a comprehensive training package to enable staff to be aware and keep abreast of initiatives in positive interaction / intervention, 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)

## **The role of the Pastoral teacher and Teaching Assistant Support Staff**

- From the moment a student joins our school community, the Pastoral Team Staff are responsible for promoting, rewarding and recording positive interaction and keeping a keen eye on personal relationships with adults and team base peers.
- After every school holiday the pastoral teacher reminds their students of the Code of Behaviour expected and of the rewards for positive interaction.
- Every 12 weeks each student has an individual session with the teacher to share Personal and Social issues and set targets on an Individual Education Plan pro forma which is shared with parents.
- Prior to their Annual Review the team base teacher will sit down on a 1:1 with a student to undertake a PSHE interview which feeds into the AR process to be shared with parents / carers
- Office staff will record the white slips received by students and enter the details onto a school network data base.
- Team base support staff will then log the incidents recorded and keep merit reward systems up to date within their team base.
- Each team base has daily pastoral PSHE time sessions, during which, time is given to support personalised issues.
- The pastoral teacher regularly informs colleagues (on a weekly basis: Tues KS3, Wed KS4 / post 16), of concerns and support strategies at morning updates and staff meetings.
- Careful logging of areas of concern and parental/agency contacts are vital to protect the interests and wellbeing of the child (ROC File). Members of staff and the Child Protection Co-ordinator and senior management team are informed immediately of CP issues.
- Every Team base teacher is responsible for providing a stimulating, caring environment for students and ensuring that a **POSITIVE** ethos prevails.
- Support staff encourage and promote these positive values providing consistency between classes and subjects, although allowing for individual teaching styles across the school.

## **The involvement of support services**

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

- Education Welfare Officer – in circumstances relating to home/parental support issues

- Duty social worker – regarding issues in the students home
- Educational Psychologist – relating to Educational/Learning/Behavioural modification programmes
- Integrated Learning Disability Team – if students and/or their parents need particular help with problems of a learning disability or mental health issues
- The school doctor who visits regularly to monitor health and developmental issues. Staff refer students to the doctor as necessary
- School nurse (Health) – who is in school on a weekly basis to oversee complex medical needs in students
- School nurse (education ) – visits on a weekly basis for a 1:1 drop-in, to support students in a confidential manner on any issues, she also supports the teaching of SRE / drugs / alcohol education
- Speech Therapist for communication difficulties
- A Life Coach who is employed to work with some adolescents experiencing difficulties with self-esteem / gender identity / bereavement issues or puberty
- A play therapist who engages with students with emotional difficulties
- Community police PCSO – re issues regarding Public safety and the Law.
- Learning mentors role within school – working with targeted groups of youngsters, specific to their individual needs
- TA3 SRE – for specific intervention related to sexual / relationship / puberty issues.

## **Tackling Bullying, Racism, Sexism**

(Reference to DDA policy and Anti-Bullying Policy)

## **Role of Governors/LA**

- The role of Governors at St Hugh's is to oversee and be supportive to the management of positive interaction 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 positive interaction, 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, alternative provision for exceptional students and positive physical interventions. 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
- guidance on the Curriculum
- implementing recommendations on Annual Reviews and other statutory responsibilities
- the provision of support services e.g. EWO, Ed Psych, Pupil Referral Units, Behaviour Support Service, 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.

## **Conclusion**

Everyone involved in the life of St Hugh's School should take responsibility for the management of positive interaction of each and every child paying particular attention to the diverse needs of some of the more complex students and behaviours associated specifically with their condition. This can be achieved by being supportive of one another, adhering to the ECM agenda and providing positive role models, to ensure that all students have a clear understanding that we disapprove of unacceptable and challenging behaviour but **not** the child.

This policy should be read in conjunction with the **school anti-bullying policy** which is an integral part of behaviour management in the school.

St Hugh's has developed strategies and policies that make the education process all – inclusive. If staff, students, parents / carers 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 self – esteem and preparing our young people for inclusion into society.