



Little Gaddesden C. of E. Primary School

BEHAVIOUR POLICY

Approved by Governing Body	October 2021
Review by	October 2023

This statutory policy was adopted by the Governing Body and is subject to review every two years. In all areas of school policy, it is necessary for parents, teachers and governors to work together to enable pupils to develop as fully as possible.

1. Vision

As a Church of England school, our behaviour principles are based on Christian values and give children an enduring moral compass as well as underpinning their spiritual, social and cultural development. At Little Gaddesden C. Of E. Primary School we have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (Integrated Services for Learning). Our aim is to promote pro-social behaviour that enables all children to achieve their potential and develop socially, academically and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviour. We believe that pupils have a right to learn and teachers have a right to teach.

We aim for children to develop positive and pro-social behaviours through:

- clear and high expectations.
- good role models in both children and adults.
- clear and consistent language and boundaries.
- being inclusive.

2. Strategic Aims and Objectives

- Promote pro-social behaviour, internal discipline, resilience and respect for others through positive experiences.
- Ensure that every pupil is given an equitable opportunity to develop socially, morally and spiritually enabling them to learn and to enjoy community life.
- Demonstrate tolerance, empathy and understanding.
- Have an awareness of what behaviour might be communicating.
- Recognise the difference between conscious and subconscious behaviour (i.e. a child who chooses their behaviour and a behaviour that chooses the child). Recognise that some children may internalise and some may externalise their behaviour. In all instances we will provide appropriate support, including helping individuals understand the connections between their emotions and their behaviour.
- Appropriately manage difficult or dangerous behaviour if and when it arises by focusing on de-escalation and preventative strategies.

We believe that the policy is working well and that its aims are being met when:

- Pupils and staff feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including online.
- Pupils demonstrate that they understand and accept that behaviour has consequences.
- Pupils' pro-social behaviour is the norm and attitudes to learning are exemplary.
- Pupils and staff are aware of the different forms of bullying, including cyber bullying and prejudice-based bullying, and how to respond to it.
- pupils, staff and parents are positive about behaviour and safety.

In implementing this policy, the school is aware of its responsibilities under the Equality Act 2010 to eliminate unfair discrimination.

3. Therapeutic approach.

A school's central purpose is concerned with children's learning and their overall well-being. Our therapeutic approach to behaviour management has been inspired by the STEPS training received from Hertfordshire Steps in the academic year 2020-21. We seek to understand the reasons behind anti-social behaviour as well as the circumstances in which such behaviour is exhibited.

3.1 Promoting Pro-social Behaviour

We expect all learners, parents, staff and visitors who come into school to take responsibility for promoting pro-social behaviour through;

- Having a therapeutic view, which acknowledges that positive experiences create positive feelings that in turn create positive, pro-social behaviours.
- Providing pupils with positive experiences that will create positive feelings, reinforcing positive, pro-social behaviours.
- Being good role models through demonstrating honesty and respect for others; following our Golden Rules.
- Teaching pro-social behaviours through: PHSE and RSE, Zones of Regulation, collective worship.
- Encouraging internal discipline, self-regulation and a sense of responsibility for behaviours by making reference to the Zones of Regulation and developing pupils' emotional literacy.
- Recognising, acknowledging, praising and celebrating pro-social behaviour.
- Using consistent, clear and agreed boundaries and language.
- Using scripts, repetition and clear structure to de-escalate difficult or dangerous behaviour.
- Using protective consequences including, if needed, physical intervention, followed by educational consequences.
- Providing opportunities to reflect, repair and restore, which, if appropriate may include comfort and forgiveness.

3.2 Golden Rules

These are used as reference for expected pro-social behaviour by all members of our community.

- **Do** be gentle
- **Do** be kind and helpful
- **Do** be honest
- **Do** work hard
- **Do** look after property
- **Do** listen to people

All children receive 20 minutes 'Golden Time' each week as a recognition of pro-social behaviour and to promote wellbeing. Pupils can choose from a range of activities. This time may be used by school staff to support individual pupils, by reinforcing positive pro-social choices or support restorative conversations.

3.3 The Curriculum and Learning

Our therapeutic approach prioritises pro-social feelings and behaviour to replace anti-social. Behaviour needs to be modelled and taught as with other areas of the curriculum. Behaviour is taught through planned and sustained pro-social experiences.

All pupils have opportunities to explore and understand feelings and emotions during everyday teaching, PHSE and RSE lessons, Zones of Regulation and assemblies.

We introduced Zones of Regulation in 2020 to support pupils with identifying their own and the emotions of others. The Zones of Regulation are a research-based approach to help children recognise and better manage if they are emotionally overwhelmed. Pupils are taught strategies to self-regulate their emotions.

The Zones of Regulation uses colours to identify feelings;

blue - sad, sick, tired

green - happy, calm, well

yellow - frustrated, worried, excited

red - frightened, anxious, angry, out of control

When supporting pupils, staff will make reference to Zones of Regulation to help them build their emotional literacy.

3.4 Praise and celebration

Pupils should develop an understanding that their pro-social behaviour can be rewarding in itself and bring about positive experiences and feelings for themselves and others. We can reinforce positive experiences through specific praise or recognition.

For example:

- achievements and success being displayed around the school.
- giving verbal praise and positive feedback which may include sending or taking a child to another class or other adult for praise.
- celebrate attitudes and success during Friday's Collective Worship.
- writing, telephoning or telling parents or carers about a pupil's positive attitude to learning or supporting and helping others.
- allocating children responsible tasks.

3.5 Definitions for Dangerous and Difficult behaviour.

Dangerous behaviours: Anti-social behaviour and will predictably result in imminent injury or harm needing first aid attention or physical intervention to stop the behaviour. This includes harm to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Behaviour described as dangerous will be recorded detailing severity and frequency, such as 'three children required first aid for minor bruising as a result of Tani's kicking'.

Difficult behaviour: is anti-social, but not dangerous. Difficult behaviour should be recorded in terms of context: 'Sacha, continually shouting out is difficult within a group teaching activity'.

The consequence for significant difficult and dangerous behaviour is that the child is sent to the Headteacher or designated teacher. This is deemed as being serious and may result in:

- A phone call and/or letter sent to parents or carers (Appendix 4)
- A child being excluded from school.
- Guidance being sought from STEPS Central Supervision

3.6 Planned responses to de-escalate difficult or dangerous behaviours

When pro-social behaviour is not being demonstrated, we believe that it is essential to have a consistent approach that allows pupils to reflect and react. The Steps below are used to help modify behaviour in a positive way. We expect most pupils to respond positively with reference to only a few Steps.

1. Non-verbal reminders such as attracting attention to the learning or use of an agreed signal.
2. Praise of pro-social behaviour demonstrated by others.
3. Verbal reminder of expected behaviour, referring to our Golden Rules.
4. Offer limited choices to support expected behaviour. (see scripts in section 3.7)
5. If the difficult behaviour persists, give a verbal warning including a reminder of consequences (completing lost learning at lunchtime / breaktime)
6. Completion of a reflect, repair and restore sheet to allow pupil time to explain their view, emotions and reflect on future behaviour. This may be in another classroom.
7. Referral to the Headteacher (or nominated teacher if the Headteacher is offsite or unavailable).

Should difficult behaviour persist over time or behaviour is considered dangerous, parents will be contacted and informed.

Staff supervising pupils at play times follow the same steps and notify teachers of reflection time needed.

3.7 Consistent approach, response and use of scripts.

We use the Hertfordshire STEPS to guide our response to difficult or dangerous behaviour. Adults' responses to these behaviours aim to de-escalate the behaviour through what we say and do.

This may include:

- Positive phrasing e.g.
 - "Stand next to me"
 - "Put the ruler on the table"
 - "Walk beside me"
- Limited choice e.g.
 - "Put the pen on the table or in the box"
 - "When we are inside, lego or drawing"
 - "Talk to me here or in the courtyard"
- Disempowering the behaviour e.g.
 - "You can listen from there"
 - "Come and find me when you come back"
 - "You can use a pencil"
- Use of a De-Escalation Script (Appendix 1)
 - Use the person's name – "John"
 - Acknowledge their right to their feelings – "I can see something is wrong"
 - Tell them why you are there – "I am here to help"
 - Offer help – "Talk to me and I will listen"
 - Offer a "get-out" (positive phrasing) – "Come with me and...."

Should a pupil display difficult behaviour over time or dangerous behaviour, protective consequences will be used to protect staff and other pupils. This may include using STEP On moving and handling strategies to steer the child to safety which all school staff coming into contact with children are trained in. (Appendix 2)

Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. (Appendix 3)

Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

3.8 Protective Consequences and Educational Consequences

Some behaviour exhibited can be more challenging. Protective consequences are necessary measures to manage the risk of harm that results from dangerous behaviours. Protective consequences limit freedoms. Examples of these are, increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space or exclusion from an area or school. The behaviour and consequences are recorded.

Educational consequences are used with pupils to return any freedoms limited by the use of protective consequences. Educational consequences involve discussion and rehearsing so the freedom can be returned. Examples of these are; completing tasks, rehearsing, assisting with repairs, educational opportunities, research, restorative meetings.

As part of the Steps therapeutic approach, the Hertfordshire Steps analysis and planning toolkit (Appendix 4) will be used to identify and understand behaviours and patterns of behaviour, for pupils whose behaviour is not modified through following the above steps (3.6). Resultant risk reduction plans will be shared with all staff to enable a consistent approach. Risk reduction plans will be regularly reviewed by class teachers, SENDCo and Headteacher.

3.8 Reflect, Repair, Restore

Following an incident of difficult or dangerous behaviour we reflect, repair and restore by:

- revisiting the experience with the child when they are calm, relaxed and reflective.
- recording (with an adult if necessary) events on the given format to retell what happened, the behaviour, the consequence and the pro-social choice they could have made and would do next time. (Step 6 if difficult behaviour).
- discussing the behaviour; focusing on the act not the child. Identifying opportunities where alternative outcomes could be possible in the future.
- aiding the pupil to restore relationships with peers and other adults through rehearsing language and conversations.

4.0 Restrictive Physical Intervention

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from committing a criminal offence.
- to prevent a child from injuring self or others.
- to prevent or stop a child from causing serious damage to property.

Under no circumstances would physical force would be used as a punishment.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances (Section 93, Education and Inspections Act 2006). Schools can use reasonable force to:

- to prevent a child from committing a criminal offence;
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

5.0 Differentiated response

We recognise that there are times when a differentiated response is needed. In applying the provisions of the behaviour policy, staff will take the needs and circumstances of individual pupils into account. e.g this might include their age or Special Educational Need or Disability (SEND).

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some pupils may need additional support to increase positive emotional wellbeing and support behaviour.

Approaches to behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

A distinction is made between developmental behaviour and persistent anti-social behaviour. Some children, including those with SEND, who have specific needs that impact on their behaviour, may find it difficult to consistently reflect pro-social behaviour. Individual approaches will be devised to support and enable such pupils (see SEND policy).

If children find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

Pupils with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

Some pupils may require additional more specialised intervention from an external agency that can provide advice and guidance. These agencies might include:

- the Herts County Council Behaviour Support Team (STEPS Central Supervision)
- an Educational Psychologist
- a member of the Child and Adolescent Mental Health Service (CAMHS)
- Dacorum Education Support Centre.

6.0 Exclusion from School

The following behaviours are deemed to be significantly disruptive, difficult or dangerous. This list is not exhaustive, but indicates the sorts of offences for which a child might be either permanently excluded or excluded for a fixed-period;

- Malicious allegations against staff.
- Compromising the school's IT system (see Acceptable Use of IT agreement).
- Cyber-bullying (see Anti-Bullying Policy).
- Possessing, using or supplying an illegal drug.
- Possessing a drug which is not illegal, but harmful or detrimental to good order and discipline.
- Absconding from school.

The school will follow the standard of proof set out in DfE exclusion guidance. This states "when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen."

In the event of a pupil being excluded from school, the school will follow the Department for Education guidance "Exclusion from Maintained School, Academies and Pupil Referral Units – statutory guidance for those with legal responsibilities in relation to exclusion": DfE (September 2017). The school will also be guided by Hertfordshire County Council's "Exclusions guidance supplement": HCC (September 2017). This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

After a fixed-period exclusion, reintegration meetings will take place where the incident that led to the exclusion is reviewed, standards and expectations of behaviour are reinforced and the child properly readmitted back into the school. Whilst it is expected that the parent(s)/carer(s) come into school to have such a conversation, the child's readmittance to the school is not conditional on this.

7.0 Searching, Screening and Confiscation

The school has regard to statutory guidance on searching, screening and confiscation. This is set out in further detail in the DfE guidance "Searching, screening and confiscation – advice for Headteachers, school staff and governing bodies": DfE (February 2014).

8.0 Implementing the Policy

Any consequence of behaviour must:

- be made by a paid member of staff, or a person authorised by the Headteacher.
- be made on the school premises or while the pupil is under the charge of a member of staff.
- not breach other legislation (e.g in respect of SEND, race, equality and human rights) and be reasonable in all circumstances.

8.1 Application of this policy

Whilst it is anticipated that this policy will mostly apply to pupils on the school premises, within normal school hours, there may be occasions when its provisions will be applied to regulate the behaviour of pupils outside its premises. This includes school visits and events (e.g sports fixtures) and going to and from school.

9.0 Relationship to other policies

The Behaviour Policy is linked to and is to be read in conjunction with Little Gaddesden C. Of E.

Primary School's:

- Child Protection Policy
- Equality Policy
- SEND Code of Practice and Local Offer
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy
- Marking and Feedback Guidance

10.0 Communication and Recording within School

Persistent difficult or dangerous behaviour should be recorded by staff present and involved, using the school's internal incident form as soon as is practicable. Details must be factual and non judgemental. Where relevant conversations should be recorded verbatim including actual language used. All follow-up actions including consequences should be included.

If behaviour is considered to be a safeguarding concern, a Record of Concern must be completed without delay.

Electronically completed Incident forms and Records of concern are automatically notified to the DSL and deputy DSLs. Paper version must be handed to a DSL who will share the information with all trained DSLs. Where appropriate, class teachers and support staff will be made aware of anti-social behaviour to enable necessary support to be actioned.

10.1 Communication with Parents and Carers

Parents and carers may be contacted in reference to anti-social or pro-social behaviour.

Examples of contact in regards to anti-social behaviour may include

- A telephone call by class teacher or headteacher detailing anti-social behaviour and consequences.
- A request to attend school to discuss pupil's anti-social behaviour with the headteacher or nominated teacher in the absence of the headteacher.
- A letter home from the headteacher detailing anti-social behaviour, protective consequences and educational consequences.
- The above may result in further steps including Risk reduction planning and/or exclusion.

Examples of contact in regards to pro-social behaviour may include

- Conversation at the end of the day with class teacher or support staff who have been working with the pupil. Encouraging the pupil to share positive experiences.
- Telephone call detailing pro-social behaviour or achievement, such as helping others, promoting school values.
- A postcard home, recognising effort or positive attitudes to learning and promoting pro-social

experiences for themselves or others.

11 .0 Staff Development and Support

The school supports and actively promotes Continuing Professional Development for all staff. The Headteacher has completed Steps tutor training (academic year 2020-21 and subsequent annual update training), which is disseminated to other staff. Additional staff training will be considered within the limits of available resources, where it is required to assist in achieving the aims of this policy.

12.0 Policy Monitoring

The Headteacher will monitor the implementation of this policy and report on its impact as part of the Headteacher's termly report to the Governing Body.

Appendices

Appendix 1: De-escalation Scripts

Appendix 2: STEP On Moving and Handling Strategies

Appendix 3: Guidelines for physical contact with children

Appendix 4: Sample Letter to Parents Following Difficult that is persistent or Dangerous Behaviour

Appendix 5: Hertfordshire Steps Electronic Toolkit

Appendix 6: Little Gaddesden School's Home School Agreement

Appendix 1: De-escalation Script

Adults need to be aware that when children display difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- use the child's name
- acknowledge their right to their feelings
- tell them why you are there.

Using a de-escalation script gives a focussed, calm and consistent approach.

De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Appendix 2: STEP On Moving and Handling Strategies

Restrictive physical intervention

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

Open mitten - used to move a pupil away	 A photograph showing a hand held palm up with fingers spread, representing the 'open mitten' position.	 A photograph showing a hand held palm up with fingers spread, representing the 'open mitten' position, used to move a pupil away.
Closed mitten - used to draw a pupil close	 A photograph showing a hand held palm up with fingers slightly curled, representing the 'closed mitten' position.	 A photograph showing a hand held palm up with fingers slightly curled, representing the 'closed mitten' position, used to draw a pupil close.

Supportive hug to communicate and reward	 A photograph of a woman hugging a young boy from behind, illustrating a supportive hug.	 A photograph of a man kneeling and hugging a young child from the front, illustrating a supportive hug.
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Open mitten escort, to escort a child to safety



Paired escort, to escort a child to safety.





Little Gaddesden C. of E. Primary School

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Headteacher: Lorna Elkes



curious thinkers - confident individuals - independent learners - excellent results

Mrs A N Other
67 Warwick Road
St Albans
Hertfordshire HP4 2ZQ

Date

Dear Mrs A N Other,

Child's name

I regret to inform you that was involved in a significant difficult / dangerous incident today. This involved This incident has been logged in line with our school Behaviour Policy.

A copy of our Behaviour Policy is on the school website. I would be grateful if you could support us in talking with, and remind him/her of our school rules.

Please be aware that if you receive two further similar letters about in one term then this will result in an exclusion.

Yours sincerely,

Lorna Elkes
Headteacher

curious thinkers - confident individuals - independent learners - excellent results

Appendix 4: Little Gaddesden School Home School Agreement

Pupil's Name

Little Gaddesden School Home School Agreement

School aims to:

- provide a broad and balanced curriculum and a stimulating learning environment
- support and encourage your child to achieve their potential by providing structured teaching and differentiated learning opportunities which challenge and enthuse your child
- keep you informed about the curriculum and learning experiences which are planned for each term
- teach your child to develop positive and pro-social behaviours
- work alongside your family with mutual respect
- inform you about your child's progress at regular meetings, as well as through informal contact
- provide an annual report on your child's attainment and progress during this year with targets for the next year.

Headteacher's signature Date

Family aims to:

- ensure my child attends regularly and I will provide the school with a note of explanation if my child is absent
- ensure my child arrives at school on time by 08:50 in correct school uniform and prepared for the school day
- support and work with the school to further develop my child's pro-social behaviour
- work alongside school adults with mutual respect
- support my child with reading and other home learning tasks
- communicate about concerns that may affect my child's well-being and behaviour
- attend Parent/Teacher consultations twice a year
- read, sign and comment on (if appropriate) my child's Annual Report
- avoid arranging medical/dental appointments during school hours
- avoid booking holidays during term time.

Parent/ Guardian's signature Date

Appendix 9: Guidelines for physical contact with children

1. Guidelines for physical contact with children

1.1 Acceptable physical contact

- Guiding a child using an open mitten hand position or bring a child close using a closed mitten hand position.
- A child sitting on an adult's lap when offering comfort at a time of upset or distress. The child should sit across the adult's lap with the adult's legs fully closed.
- Offering a child a supportive hug – one hand on each of the child's shoulders and a side by side position between adult and child.
- Short physical contact offered as a reward or praise e.g. high five, hand shake or hair ruffling.
- Use of physical intervention for a named individual, e.g. a backpack with a rein harness, when out of school grounds. And with prior consultation with Headteacher and child's parents.

1.2 Unacceptable Physical contact

- Lifting children in the air and/or physically restraining a child using hands or arms. Adults should not lift children for any other purposes.
- Children sitting or standing in between adult's open legs.
- Hugging or cuddling children in a face to face or front to face situation. Initiating a hug with open arms.
- When children initiate this kind of hug, adults will adopt a supportive hugging position in response.
- Lifting children in the air in celebration or during outdoor games.
- Physically restraining a child by grabbing children's clothing or pulling their arms or legs.
- Play with children's hair e.g. brushing or plaiting hair or initiating children to play with adult's hair.

Hertfordshire Steps Electronic Toolkit Guidance Document

(Version 3.0 onwards)



Contents		
Click on the relevant GO button to navigate to the relevant sheet. You can return to this screen at any time by clicking the home button.		
1. Early Prognosis		
2. Risk Calculator		6. Anxiety Analysis Summary Sheet
3. Subconscious Behaviour Checklist		7. Differentiation Summary Sheet
4. Conscious Behaviour Checklist		8. Roots and Fruits
5. Anxiety Analysis Factor Entry		9. Risk Reduction Plan
Anxiety Analysis		
1. Anxiety Analysis Summary Sheet		12. Differentiation Summary Sheet
2. Time of Day		13. Predict & Prevent - Time of Day
3. Activities		14. Predict & Prevent - Activities
4. Adults		15. Predict & Prevent - Adults
5. Days of the Week		16. Predict & Prevent - Days of the Week
6. Locations		17. Predict & Prevent - Locations
7. Subjects		18. Predict & Prevent - Subjects
8. Peers		19. Predict & Prevent - Peers
9. Custom 1		20. Predict & Prevent - Custom 1
10. Custom 2		21. Predict & Prevent - Custom 2
11. Custom 3		22. Predict & Prevent - Custom 3

Student / Child name	
Date of birth	
School/Setting	
Year group	
Plan co-ordinator	

Guidance Documents	
1. Flow Chart	
2. Early Prognosis	
3. Subconscious & Conscious behaviours	
4. Anxiety Analysis	
5. Roots and Fruits	
6. Risk Reduction Plan	
7. Mental Health and Behaviour in Schools	