



Hedgewood School

Behaviour and Anti-Bullying Policy

Date policy last reviewed: September 25

Signed by:

_____ Co-Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: September 2025

Purpose and context

Hedgewood School is designated for pupils with Complex Moderate Learning Difficulties, including Autism. This shapes our positive, supportive approach to managing behaviour. We encourage children to develop awareness of their own behaviour and that of others, recognising that social communication, interaction, and sensory needs directly affect behaviour. We identify those needs and create a working context that reduces anxiety and enables pupils to feel safe, calm and be open to sharing and interacting positively. Our aim is to reduce anxiety and create a safe, calm environment where pupils feel secure and able to engage positively.

All pupils at Hedgewood School have an EHCP for their special educational needs. The pupils' specific needs may cause the pupil to present with behaviours of concern.

We recognise and define all behaviour as communicative effort, and that all behaviour serves one or more function. Staff should seek to understand what the pupil is communicating and how to support the pupil in their communication, understanding and emotional regulation to promote positive relationships and behaviours.

We have a non-aversive approach to behaviour management and where an undesirable behaviour is preventing learning or is a substitute for effective communication, we use functional analysis to establish positive patterns of behaviour. Our approach has been developed to provide high-quality special education whilst affording dignity, respect and compassion in all aspects of our provision, including consideration of mental health and wellbeing.

We share our ethos with all new staff, as part of induction that pupils with additional needs who are trying to communicate may exhibit behaviour which challenge. The staff are therefore dedicated to trying to understand the reasons for particular behaviours displayed by individual pupils and to helping them cope with the anxieties, frustrations and difficulties associated with their own needs.

Most of our pupils are autistic, and this underpins our commitment to helping them function appropriately at school, at home, and in the community. Hedgewood belongs to every member of our community — we are all entitled to feel safe, valued, and respected, and we each have a responsibility to manage our own behaviour. For pupils, this is a learning journey over time; for staff, it means consistently modelling positive behaviour and striving to deepen our understanding of behaviours that challenge.

We are committed to maintaining an anti-bullying culture where all forms of bullying are unacceptable. At Hedgewood, every member of the school community has the right to feel safe, valued, and respected.

Bullying at Hedgewood is extremely rare. However, the social communication difficulties many pupils experience can lead to misunderstandings or conflict, especially when pupils struggle to express themselves. Our school ethos — *Be Nice, Work Hard, Be Happy* — alongside our focus on positive relationships and emotional wellbeing, helps create a caring, protective environment where everyone can thrive. Recognising and addressing bullying in all its forms is essential to this.

Some pupils may have difficulties with communication, social interaction, or empathy, which can make it hard for them to understand how their behaviour affects others. While these behaviours are rarely intentional, their impact can still be harmful and must be addressed appropriately, taking individual needs into account.

The attitudes, perceptions and values of the staff working with our pupils will have a significant effect on the incidence of behaviours of distress and the effectiveness of how they are managed. Everyone has a responsibility in supporting positive behaviour across school. New staff, supply staff and volunteers receive a copy of this policy as part of the induction process and are expected to model appropriate behaviour.

Aims

We aim to empower our pupils to learn to use strategies to self-regulate at school, at home and in the community to have positive outcomes, stay safe and achieve high levels of well-being. We aim to create an atmosphere which is caring, protective and supportive where no one feels humiliated, intimidated or abused. For our pupils, this often means a journey to understanding over time. For staff this means we model positive and acceptable behaviour at all times and work hard to improve our own capacity to understand and respond positively to challenging behaviour.

Our Behaviour and Wellbeing aims are:

- To provide a safe and secure working environment for everyone where all pupils have right to learn in a calm, safe and purposeful environment free from violence, discrimination, bullying and harassment
- To secure positive relationships with and between pupils is key to them developing into secure, happy young people who are interested in their own learning.
- To foster a caring and supportive community built on trust and respect for all
- To ensure pupils access community visits safely and positively
- To maintain the necessary structure where positive behaviour can be promoted and celebrated
- To ensure staff have the confidence to engage and support pupils in all aspects of their development through appropriate training and support
- To respond to incidents of behaviour using a low arousal and non-aversive
- To support families to grow their understanding of their pupils' behaviour and (effective behaviour support can only be achieved through partnership with parents and other agencies.)

We know that bullying can have profound effects on the emotional well-being of our pupils. Special schools such as ours that are designed to support and nurture individuals with diverse abilities, can sometimes inadvertently become settings where bullying occurs. We implement anti-bullying lessons and activities, whole school anti-bullying awareness, and encourage open communication to help create a safe space where all pupils feel valued and protected.

Behaviours of concern

At Hedgewood School behaviours of concern typically fall within the following categories:

- Self-injurious (e.g. head banging, biting)
- Harm to others (e.g. hitting, kicking, scratching, biting)
- Damage to property (e.g. breaking equipment, ripping displays)
- Vocalisation (e.g. swearing, screaming, shouting)

These behaviours are considered to be a concern when they are of an intensity, frequency or duration that impacts on the quality of life / education, emotional well-being and/or physical safety of the pupil or those around them.

Bullying Definition

Bullying is defined as ‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’ (Anti-Bullying Alliance).

Bullying is generally characterised by:

- **Repetition:** incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** the perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Roles and Responsibilities

Hedgewood school will act in accordance with the statement of behaviour principles made by the governing board, and have regard to guidance provided by the governing board on promoting good behaviour and preventing bullying.

We will plan and review support for pupils with behaviours that challenge in collaboration with parents / carers, external agencies where appropriate, and the pupil themselves where possible.

Teaching and support staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour and education. Where vulnerable pupils are identified, provision will be made to support and promote positive mental health.

We will communicate our whole-school commitment to addressing bullying and our standards and values will be regularly promoted across the school. All types of bullying will be discussed as part of our relationships and health education curriculum.

Every staff member has a responsibility to report any incident of bullying that comes to their attention. We will keep Alleged Bullying Incident Records of all reported incidents and analyse any bullying data to establish patterns.

We request that parents be watchful of their child's behaviour, attitude and characteristics e.g. disrupted sleep the night before and inform school staff of any changes.

Studio 3 Approach to Behaviour Management

Hedgewood School utilises the Studio 3 approach. The ideals of Studio 3 are to promote the management of behaviours of concern in a totally non-violent, gentle and dignified way, by providing a better understanding and insight into challenging behaviour and by the use of low arousal approaches and gentle physical skills in the least restrictive way possible.

The Low Arousal Approach emphasises a range of behaviour management strategies that focus on the reduction of stress, fear and frustration. These strategies are put in place in order to prevent aggression and avoid creating crisis situations.

The low arousal approach seeks to understand the role of the 'situation' on behaviour by identifying triggers and using low intensity solutions to avoid punitive consequences for individuals with additional needs.

As part of the Studio 3 approach it is recognised that stress is transactional in nature. This means that stress can be passed on to another person. Staff are encouraged to reflect on their own stressors and stress responses and to explore their own well-being and coping strategies.

The low arousal approach has been proven to enable practitioners to defuse crisis situations within a variety of settings through early identification and intervention.

There are four key components considered central to low arousal approaches, and those include both cognitive and behavioural elements:

1. Decreasing staff demands and requests to reduce potential points of conflict around an individual.
2. Avoiding potentially arousing triggers, such as direct eye contact, touch, and removal of spectators to the incident.
3. Avoidance of non-verbal behaviours that may lead to conflict, such as aggressive postures and stances.
4. Challenging staff beliefs about the short-term management of challenging behaviours.

All staff will receive Low Arousal approaches to behaviour, Risk assessment training, SLEUTH reporting, 'Physical prompt vs Physical intervention' training across the annual staff CPD cycle.

Studio 3 training is delivered during the school holidays. All classes have at least two staff members who have completed the studio 3 accredited training course.

Studio 3 refresher courses are held for staff at least once a year.

Physical skills

Studio 3's approach to managing behaviours of concern focuses on proactive, non-aversive de-escalation strategies, such as low arousal approaches, and the importance of reducing the need for physical interventions wherever possible. The key to managing behaviours of concern is to better understand the causes of distressed behaviour, and to examine our role as practitioners with the aim of preventing re-occurrence.

De-escalation training is focused on understanding the wider world of behaviour, and looking beyond that to create environments where stress is managed and well-being improved for all. There is a strong focus on empathy and building positive relationships.

As part of Studio 3 training the following is included:

- The principles of non-aversive physical skills
- Physical avoidance skills
- Non-physical and physical low arousal skills in practice
- Defusing skills
- Professional obligations and responsibilities during a physical intervention

During training, staff practise gentle physical skills, such as the 'walk around' method and planned escape routes. Staff learn how to use movement to defuse a situation and how to prevent the escalation of stressful situations via non-verbal communication.

Please note that no high risk physical techniques are taught.

Coproduction and Parent Partnership

- Parents/ carers will be positively involved in all aspects of their children's behaviour in school.
- Parents/ carers will be encouraged to work in partnership with the school to encourage and promote positive behaviour.
- Risk assessments and, when applicable, Positive Behaviour Support (PBS) plans are shared with parents/carers. Further support is available to demonstrate and share strategies for use at home.
- Partnership working with families and care providers is integral to supporting our pupils.
- We endeavour to work with parents/ carers and other professional involved in the pupils lives for the purpose of sharing appropriate information in order to offer a consistent, supportive approaches.

Learning environments

The low arousal approach is applied to learning environments to promote a safe, calm, accessible and engaging space. Staff create a positive ethos in their learning environments; ensuring that teaching and support accurately reflects pupils' needs, is engaging, purposeful and motivational.

Teaching and learning

Pupils at Hedgewood School have a personalised learning plan (PLP) based on their individual needs and areas for development. Personal Learning Plan (PLP) targets are derived from the outcomes set out in your child's Education Health and Care Plan (EHCP) and our own assessments of your child's current needs to ensure the development of crucial learning behaviours and functional life skills.

Positive reinforcement and motivators are built around their highly preferred items, interests, preferred learning modalities to make it meaningful to each pupil.

This is created collaboratively as a multidisciplinary team.

Achievements are celebrated through use of praise and positive feedback; highly preferred items and activities, stickers, and lots of positive, behaviour specific praise. Certificates and special moments are celebrated and shared with families via the seesaw app.

Recording, monitoring and learning from behavioural incidents: Hedgewood ABC

Pupils' behaviour incidents are logged via Sleuth, with detailed accounts by the class teacher or TA. Whenever possible the behaviour observations include antecedents and consequences. The logs are reviewed daily, according to the needs of the pupil by the Positive Behaviour Support Lead.

Frequency, intensity and persistence may all trigger interventions, which include:

- Referral to therapy services, integration of services or intensive pupil support meetings.
- Contact with parents.
- Individual Risk Assessments
- Positive Behaviour Support Plans (PBS plans)
- Additional curriculum interventions
- The involvement of outside agencies (child guidance, CAMHS LD, Health Authority) to establish causes and/or recommend responses.

Recording of behaviour involves a functional analysis in the format of:

- A. –Antecedents
- B. –Behaviour
- C. –Consequences

Why-possible reasons for behaviour - to encourage self-analysis

Individual Risk Assessments & Positive Behaviour Support Plans

When it is identified that a pupil needs support to develop behaviour for learning, or reduce a behaviour of concern, the positive behaviour support team will meet with staff team to discuss teaching strategies and intervention. One of the PBS team will carry out a pupil observation and discussion to determine the functions of behaviours displayed.

A pupil's individual risk assessment details identified functions/triggers and risk reduction techniques, including proactive and reactive strategies, for all staff working with the pupil to follow.

Individual pupil risk assessments merge Studio 3, and Prevent- Teach- Reinforce strategies and ethos, focusing on an overall Low Arousal approach for our pupils. De-escalation strategies identify proactive strategies which may include, likes/dislikes/motivators, sensory needs; and Social Communication, Emotional Regulation, Transactional Supports.

Positive Behaviour Support Plans (PBS plans) supersede individual risk assessments when a pupils challenging behaviour significantly hinders their access to learning and social opportunities, and has a negative impact on their quality of life.

Positive Behaviour Support Plans and Risk Assessments are co-produced by the PBS lead, class team, therapists and members of the school's multi- disciplinary team.

Physical intervention

The use of all forms of physical intervention and physical contact, or even the imminent threat of force, are governed by criminal and civil law. The unnecessary or inappropriate use of force may constitute an assault and may also infringe the rights of a child or young person under the Human Rights Act 1998.

Studio 3 provides an approach to de-escalate challenging situations. Studio 3 aims to reduce and eradicate the use of all forms of restraint. The Studio 3 approach outlines:

- Restraint should only be used as a last resort
- Always teach alternatives to restraint
- Never accept restraint as inevitable
- Restraint is never therapeutic

All forms of physical contact, not just physical intervention, must be reasonable and necessary in the interests of:

- The pupil's learning and development
- The pupil's wellbeing
- The pupil's motivation
- The wellbeing of others.

Use of reasonable force

Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force to:

- Prevent or stop the committing of any offence by a pupil;
- Prevent or stop personal injury to, or damage to the property of any person (including the pupil themselves) by a pupil; or
- Prevent or stop a pupil prejudicing the maintenance of good order and discipline.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. 'Reasonable in the circumstances' means using no more force than is needed.

On some occasions when there is no alternative and as a last resort it may be necessary to use a restrictive intervention (RI) to keep the person displaying behaviours, or those around them safe. On those occasions trained members of staff will use restrictive intervention, and wherever possible, staff will ensure that a second member of staff is present to witness the restrictive intervention used. The restrictive intervention will be recorded and shared with parents and carers.

See Appendix 2 for Restrictive Intervention (RI) record & example.

Monitoring and Evaluation

Where pupils engage in behaviours that concern ABC charts are completed and an individual risk assessment is created/updated. If pupils engage in frequent behaviours, a frequent behaviour chart may be used to log instances whilst interventions and supports are being used to monitor effectiveness.

The SLEUTH data is analysed and actioned by the PBS Lead /Deputy PBS lead. These incidents are regularly reviewed by the Co-headteachers, Designated Safeguarding Lead (DSL) or Deputy DSL and the SLT.

The PBS Lead holds a bi-weekly meeting with the Deputy PBS lead and the Intensive Pupil Support team to follow up actions of support for identified pupils in link classes and provide training and support for teaching protocols.

See Appendix 1: Sleuth Flow Chart.

Pupil behaviour is discussed regularly in class staff meetings/SLT meetings and at the pupil's Annual Review and /or Child in Need (CIN) meetings (if the child is on a CIN Plan) and at Integrated Services Team meetings where we prioritise and coordinate the support across a range school services.

The multidisciplinary team working ensures teachers, teaching assistants, positive behaviour support lead, intensive pupil support workers, therapists, senior leaders and social workers where allocated, can discuss aspects of pupil behaviour as needed.

The Risk Assessment and PBS plan for a pupil is continually under review through staff discussion and evaluation, responding to the changing needs or priorities for each individual. There will be a review every half term, detailing any significant change if necessary or continuation of effective current safeguards.

Screening and searching pupils

We are committed to maintaining a safe, supportive, and inclusive environment, especially considering the diverse needs of our pupils. In line with government guidance, our Co-Headteachers and school staff authorised by them, will have a statutory power to screening or searching of pupils, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This will be done in a manner that is respectful, proportionate, and appropriate to the individual needs and understanding of the pupil. Our approach is always underpinned by care, dignity, and the aim to help pupils feel safe and respected within their learning environment.

Prohibited items include weapons, alcohol, illegal drugs, stolen items, cigarettes / e-cigarettes / vapes, indecent images, and anything else perceived to pose a threat to the pupil, their peers or staff at school.

No mobile phones will be permitted on the school premises – mobile phones will be left at home or with parents. This approach best supports our commitment to safeguarding, maintaining a positive and focused learning environment, and meeting the specific needs of our pupils.

Bullying

Child-on child abuse

Hedgewood school has a zero tolerance approach to child-on-child abuse including sexual harassment and sexual violence. Our staff will always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching.

Dismissing or tolerating such behaviours risks normalising them. Staff will have consideration for our Child Protection and Safeguarding Policy and ensure that they consistently take action to minimise the risk of child-on-child abuse.

Cyberbullying

We view cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- Threatening , intimidating, or upsetting messages, picture or video clips (including those generated by AI)
- Upsetting responses to someone in a gaming chat room.
- Silent or abusive phonecalls.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying. For example, the person being bullied might not know who the perpetrator is as it is easy for individuals to conceal their identity and remain anonymous online. Staff will have consideration for our Online Safety Policy when supporting our pupils in their use of technology, teaching our pupils how to have safe digital experiences and promoting safe and responsible online behaviour.

Prejudice-based and discriminatory bullying

As a special school, we celebrate diversity and recognise the unique strengths, backgrounds, and needs of every individual in our school community.. We actively work to prevent all forms of prejudice-based and discriminatory bullying, including those related to disability, race, gender, religion, or family circumstances.

Behaviour outside of school premises

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with this policy. We will collaborate with external agencies such as Hillingdon Positive Behaviour Support and School Transport to promote positive behaviour and support pupils in developing respectful and responsible conduct.

Prevention

We will ensure that prevention is a prominent aspect our anti-bullying vision. Staff support pupils to reflect on behaviours that are helpful vs unhelpful, good choices vs bad choices, kind words vs unkind words to name a few. This is in the context of developing social skills and social understanding.

We will use our extensive knowledge of our pupils and strong relationships with home to recognise any changes that might result in 'bullying' behaviours.

We will ensure that our pupils are appropriately supervised.

We will ensure that appreciation and respect for all cultures is promoted through the curriculum, assemblies, daily interactions and direct work with pupils. We will always use tailored approaches that reflect the communication, emotional, and cognitive needs of our pupils to teach kindness and understanding.

Our staff will remain vigilant about bullying behaviours and will raise concerns promptly with a member of our Senior Leadership team. Our pupils may not be aware that they are being bullied; due to their SEND they may be unable to realise what others are doing to them or conversely, the impact of their behaviours.

We have pupils who have the role of Play Buddies. This positive peer influence encourages similar behaviour from other children and helps set a standard of kindness and respect. Being a role model boosts the self-esteem of the pupil leading by example and reinforces positive identity development in both the Play Buddy and their peers.

Our Play Buddies visit a different playground everyday to:

- model playing nicely
- support other children navigate playtime
- engage and encourage children to play games
- approach children who appear lonely
- tell an adult if children are not following the rules or being nice to others

Procedures

- At the first report of an incident, the alleged victim will be supported and spoken to, to get a full account of what happened. Any levels of distress should be assessed and appropriate action taken to ensure that the pupil(s) feels safe in the short term.
- The staff member who the incident was reported to, will inform a member of the Senior Leadership Team (SLT).
- Consider whether there is a need for safeguarding procedures to be followed.
- An Alleged Bullying Incident Form will be completed by the staff member and SLT, taking account of any evidence, witnesses and all points of view.
- All actions taken must be recorded on the form, including any discussions with parents / carers.
- Support will be offered to both the alleged victim and alleged perpetrator.
- If possible and appropriate, we will attempt reconciliation between the pupils involved.
- Where there is a report of a crime being committed (e.g sexual assault) we understand our duty to report this to the police. (The police will take a welfare, rather than a criminal justice approach, in cases where the alleged perpetrator is under ten years old).

We aim to use positive methods to create and restore appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our school environment and Positive Behaviour Support ethos.

See Appendix 3: Alleged Bullying Incident Form

Exclusions

As our pupils have Complex Moderate Learning Difficulties including Autism they will rarely learn from exclusion. A decision to exclude a pupil will be taken only:

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the co-headteachers' will:

- Consider the pupils' special educational needs (SEN)
- Consider all the relevant facts and evidence (including whether the incident(s) leading to the exclusion were provoked)
- Allow the pupil to give their version of events where they have the ability to do so
- Fully explore every avenue of support that can be provided for the pupil

Please refer to our school's Exclusion policy.

Links to other policies:

Staff Code of Conduct

Child Protection and Safeguarding Policy

Health and Safety Policy

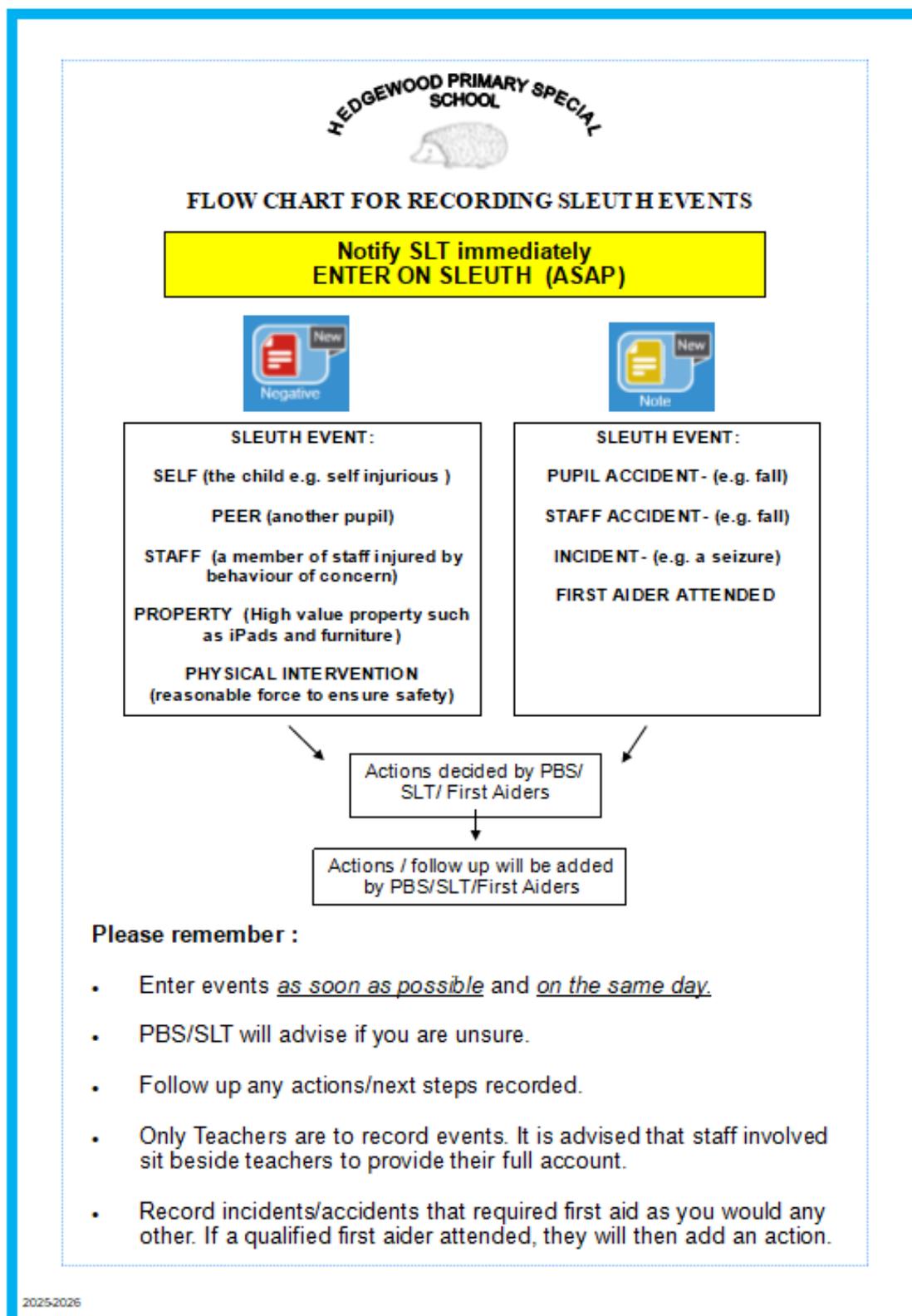
Whistleblowing Policy

Exclusion policy

Monitoring and Review:

This policy will be reviewed a minimum of every two years by the Co-headteachers and Designated Safeguarding Lead.

Appendix 1: SLEUTH Flow chart



Physical Intervention Report Form

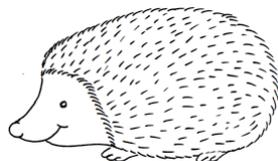
We believe that reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the [Physical Intervention Log](#).

Name of staff member	
Name of pupil	
Date	
Time	
Location	
Name(s) of staff member(s) who witnessed the incident	
Informed parties (parents, social workers, police, etc.)	
Circumstances prior to the incident	
Details of the incident	
Details of any negative impact on other pupils	
Reason(s) for physical intervention (please tick)	
Danger to self	<input type="checkbox"/>
Danger to others	<input type="checkbox"/>
Significant damage to property	<input type="checkbox"/>

Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? (Please circle)	Yes/No
Details of the intervention	
Any disciplinary additional action taken	
Injuries (if any) to staff members, the pupil concerned or other pupils	
Damage (if any) to property	
Recommendation(s) to avoid future incidents	
Headteacher's signature:	Date:
Signature of staff member concerned:	Date:
Signature of staff member concerned:	Date:

Appendix 3: Alleged Bullying Incident Form

Alleged Bullying Incident Recording Form



Date/time of incident	
Children involved (including bystanders) <i>Include (V) for victim and (P) for alleged perpetrator</i>	
Where incident took place (playground, classroom, etc)	
Type of alleged bullying (physical, verbal, indirect, cyber)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Brief summary of incident (Also keep record of witness statements)	
Member/s of staff reported to/witnessed by	
Impact of incident	
Action taken (including dates)	
Follow up action	
Outcome	
Form completed by :	